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A Report to the Superintendent of Boston Public Schools

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The Boston Commission on Secondary Education

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MOVING FORWARD

A Report to the Superintendent of Boston Public Schools

on the First Year Activities (1973-74)

of

The Boston Commission on Secondary Education

April, 1974

Volume IV

Commission Working Papers: Commission Documents

The School Committee of the City of Boston

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Paul J. Ellison
John J. McDonough, Attorney
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Charles W. Leftwich, Associate Superintendent for Planning, Commission Vice-Chairperson

Evans Clinchy, Commission Executive Director

The first year of the Commission's activity has been generously supported by:

The Ford Foundation

The Committee for the Permanent Charities

The Riley Trust

The Boston Urban Observatory, University of Massachusetts at Boston

MOVING FORWARD

Moving Forward is a four-volume interim report submitted to the Superintendent of the Boston Public Schools by the Boston Commission on Secondary Education. It is the result of a one-year preliminary study of secondary education in Boston. Each volume of the interim report addresses a particular aspect of Commission activity:

VOLUME I — Summary of Interim Commission Report
A condensation of the Volume II Interim Report approved by the membership of the Commission.

VOLUME II — Interim Commission Report and Recommendations
Approved by the membership of the Commission.

VOLUME III — Commission Working Papers: Reports of Committees
Committee reports are the work and the responsibility of each individual committee and have not been approved by the Commission as a whole.

A. Goals
B. Space and Facilities
C. Options and Alternatives
D. City Resources
E. Governance and Change
F. Career Education

VOLUME IV — Commission Working Papers: Commission Documents
Documents prepared by individuals and particular committees, not the Commission as a whole.

A. A Proposal to the Ford Foundation
B. Secondary School Population: 1980
C. Pilot Project Proposals

1. CASES
2. Theatre in the Schools
3. WALLOP
4. Report on Teacher Grant Projects

VOLUME IV

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A. A Proposal to the Ford Foundation

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A PROPOSAL TO THE FORD FOUNDATION

FOR THE ESTABLISHMENT AND THE PARTIAL SUPPORT OF

A COMMISSION ON SECONDARY

EDUCATION IN THE CITY OF BOSTON

A Description of Its Purposes and
An Organizational and Operational
Plan for Its Activities During Its First Year

Prepared by:

The Boston School Committee

and

The Superintendent of Schools of Boston

with the cooperation of

The Office of the Mayor of Boston
The Boston Public Facilities Department
The Boston Urban Observatory
The Boston Redevelopment Authority

January, 1973

I. Background and Purposes of the Commission on Secondary Education

On September 5, 1972, Dr. William J. Leary assumed office as Boston's new superintendent of schools. In his opening remarks, he proposed the establishment of a broadly-based Commission on Secondary Education with the express purpose of developing a master plan for Boston's junior and senior high schools, a plan that will provide the opportunity for equal education for every secondary student in the city:

> Another area of major concern is the state of secondary education in our school system. Unquestionably we have many secondary programs that are superior. However, it is our determination to answer the demands of changing times by improving, updating, and adding to the programs currently in operation.
>
> These programs represent alternatives to the familiar walls of the rigid, structured classroom. Education has been extended beyond the walls of the school building. Students are demanding not only a choice of what they will study but where they will study.
>
> The students are demanding curriculum that is more flexible. These demands can only be met by providing new alternatives in both scheduling and in subject matter. The cultural, business, and scientific resources of the city offer an unsurpassed depository for those alternatives.
>
> These emerging demands on secondary education have enormous implications for our schools. They apply particularly to our plans for building new secondary schools.

> Five new high schools presently are in various stages of planning and construction. Before the investment of more millions, we must consider the implications of the demands of change.
>
> With this in mind, I now propose the formation of a Boston Secondary School Commission. This commission will work in cooperation with the Mayor's Office and other agencies to develop a master plan for secondary education in Boston.
>
> Commission members would include school department personnel, officials of city government, university leaders, businessmen, parents, students, and lay citizens.

On December 5, 1973, the Boston School Committee, at the request of Committeeman Paul R. Tierney, unanimously voted for the establishment of the Commission and directed the superintendent to proceed with its creation, to seek outside sources of funding and to report back to the Committee by January, 1973.

In November, a proposal for partial financial support of the Commission's activities was presented to and accepted by the Boston Urban Observatory located at the University of Massachusetts at Boston. The Urban Observatory has committed $40,000 to the work of the Commission with the understanding that the Observatory would act as fiscal agent for its own funds and could act as fiscal agent and as an administrative home base for the Commission itself, if that seemed desirable.

Thus the Commission is in process of becoming a reality. An organizational design and additional funding from

outside sources is necessary for the Commission to be organized and carry out its work during the first year of its life.

Aims of the Commission on Secondary Education

A. Need

Social, political and technological changes in society are occurring at a phenomenal rate. Those changes have demanded and will continue to demand corresponding programmatic and curricular revision in the process of schooling. The Boston School Department and other city agencies have attempted to respond to these societal pressures at the secondary level through such programmatic innovations as Copley Square High School and its heralded flexible campus program. However, the increased acceleration of these changes indicates a need for the Boston Public School and the city as a whole to:

1) examine the current operations of the secondary schools of Boston to discover the most pressing needs of students, teachers, parents and administrators and devise ways of making sure that every student, regardless of his or her economic, racial or ethnic status, has an equal chance to obtain the educational benefits offered by the system.
2) examine, assess and generate alternative

secondary models which (a) facilitate the development in students of an ability to attain levels of success commensurate with their potential, and (b) provide new experiences and new learning environments which enhance the development of self, personal growth and social commitment.

3) develop a central vehicle for effectively supporting change at the local school level.

4) introduce one or more pilot programs which present students with informed and meaningful choices.

5) analyze in depth the process by which existing or new high school populations are assisted in redesigning their programs with a view to developing pragmatic recommendations for secondary school staffs and their communities interested in effecting change.

The needs cited above are interrelated and cannot be fulfilled in isolation from one another. Nor can such problems be solved by the School Department acting in isolation from the rest of the city governmental process. If real changes are to occur, the effort must involve all relevant city agencies as well as students and lay citizens.

B. Goals

Administrators and teachers alike find themselves confronted by advocates of change as well as by those who resist such change. At one extreme there are those who would limit education to the production of scientists, technologists and their supportive personnel, while at the other end of the spectrum there are those who would view personal growth as the ultimate goal for education. Clearly, there are vast differences of opinion within the larger community about the direction which schools should take, opinions which reflect the diversity of the city's population. This diversity requires a much broader range of options than is presently available. It also requires improved ways of making sure that every student is aware of and is able to choose the option that best suits his or her desires and abilities.

The School Department, recognizing its continued obligation to develop the basic skills and intellectual competencies, nevertheless is committed to providing secondary (junior and senior high) schools which facilitate and encourage the development of individual differences. The School Department recognizes the challenges which are being made to existing value systems and is aware of the different life styles which are increasingly accessible to students. It is determined, therefore, to demonstrate that a public school system can respond to these divergent

and sometimes conflicting expectations and provide its high school students with significant choices by providing such options as alternative programs within schools and/or the larger community, by establishing alternative thematic schools or by establishing a consortium of schools or resource centers having programmatic linkages. Planning for changes such as these clearly requires a large scale cooperative effort involving the School Department, other city agencies, parents and students.

The generation of constructive changes in a city as diverse as Boston is not a simple process. Indeed, its complexity at times has militated against some efforts in the past. Consequently, the establishment of this Commission will enable the City of Boston to examine the issues of both systemic and local change. The goals of the project would flow from the needs listed earlier, and as indicated, would attempt to blend theory with reality and to provide the Boston Public Schools with a mechanism for generating responsible change on a continuing rather than a sporadic basis.

1) What can be done to broaden the educational opportunities of every student, poor or well-to-do, white or black?
2) What specific alternative school models exist or can be developed?
3) What can be learned from those which have been tried elsewhere?

4) What kind of resource support (human, fiscal and material) can central administration effectively gather and deliver?

5) What procedures will assure meaningful input from the local school and community?

6) What degree of autonomy can be delegated to local schools?

7) What short-range recommendations (i.e., pilot programs) can be developed and implemented?

8) What long-range secondary education plans can be generated?

It cannot be stressed too strongly that the purpose of the Commission is to help students, teachers, parents and administrators in Boston's junior and senior high schools. The aim is also to help people in other city departments, such as the Public Facilities Department, to make plans and do their part of the job. It is not to criticize or lay blame but to provide a way for all concerned parties to collaborate to solve mutual problems. All members of the Commission and all staff members will be expected to spend time in the schools learning about the problems at first hand from those people on the firing line. Many Commission and staff members will be people from the firing line itself, and they will be expected to help educate the Commission as a whole. The Commission is dedicated to action and to solving some real and very

tough porblems and not to creating unrealistic plans that cannot be implemented.

III. General Role and Activities of the Commission on Secondary Education

The Commission would concern itself with both planning and operational activities. The two elements clearly are mutually related, and together will provide the school system and the city with both immediate and long-range possibilities for programmatic changes and facilities plans. The intensity of the need for change demands an effort to effect immediate change through the implementation of pilot programs. At the same time, significant city-wide change will require extensive planning, including an evaluation of these pilot efforts. The planning and operational elements, therefore, while presented here as separate components, should be viewed as interrelated aspects of the change process.

A. Planning Components

1) Identifying the Most Immediate Problems and Learning About the Schools

This part of the effort will involve an intensive and yet comprehensive look at the junior and senior high schools as they are actually functioning at the present time. It will involve Commission members spending time in schools, talking

with students, teachers and administrators, learning what the problems are, finding out what the individual schools are trying to do about them, listening to solutions people in the schools would like to try.

It would also mean that the Commission will hold public meetings in the various neighborhoods of the city in order that parents and concerned citizens may be heard. Individual Commission members might "adopt" particular schools as their major concern.

The Commission will also review organizational patterns, curricular offerings and the availability and suitability of the existing physical facilities. Also included would be a thorough review and updating of all studies conducted over the past decade of secondary school programs and facilities, including the Sargent Report of 1961 and the EPA Report of 1970.

The Commission will also review the school capital outlay and facilities program as it stands at the present time and as its future is contained in previous proposals to the state for eliminating racial imbalance. These facilities plans should be reviewed in terms of proposed usage (the Avenue Louis Pasteur building, for instance, the

Occupational Resources Center or the Campus High School complex), the continued desirability of the proposed schools, their fiscal impact on the city's tax structure and the soundness of their educational programs. This would include an examination of the possibility of metropolitan cooperation.

If possible, the Commission will also review the latest data on the developmental psychology of adolescent young people in order to make sure that both existing and proposed secondary school programs in Boston are adequately designed to meet the needs of today's students and will honestly enhance the development of self, personal growth and social commitment.

2) Study of Alternative Secondary Education Program Models.

This phase of the Commission's work will be concerned with undertaking a thorough review and examination of alternative secondary programs either in operation or under consideration throughout the country including those already operating in Boston. On-site visitations, consultations with knowledgeable and experienced practitioners, student and community surveys, seminars with concerned individuals (e.g., administrators, students

and parents) -- all will be utilized to prepare a comprehensive review and analysis of potential alternative secondary education models. Local schools and their communities will then be in a position to examine a number of viable options with a clear understanding of the implications of each. This study also will include an examination of the feasibility of programmatically linking schools, thereby providing students with access to specialized programs available only in selected schools. Conceivably, schools may develop "schools within schools" or selective thematic approaches or contain unique facilities which could be made accessible to students in other schools in the city as a whole or in a geographic or administrative area of the city.

The Commission will also study ways in which the city's cultural and educational institutions can join with the educational system to provide a new and different way of "going to school," as described in the BRA's "City as Educator" report. This would include a study of how the arts could become central rather than peripheral to the secondary school curriculum.

The Commission will also examine new ways of organizing and governing secondary schools, including

better ways of getting parents and students involved in the decision-making process and the process of changing schools. This would include studying ways in which parents and students could have a greater degree of choice and a wider range of options from which to choose.

3) The Development of an Effective Central Mechanism for Supporting Change.

This School Department and the Commission recognize that it is impossible to successfully impose change upon others. Clearly, constructive change is more likely to occur when those to be responsible for the implementation of the change see themselves as having had a significant voice in the decision-making process. At the same time, however, it is realized that local administrators, staff, parents and community require human, material and fiscal support to adequately examine, select and implement new programs. Therefore, a significant component of the study will be the development by the Commission of such a support mechanism. The Commission will seek to bring together the appropriate resources on a comprehensive basis to assist change efforts in or among schools. This phase of the study will be linked directly with the study ofalternative secondary models in

that it will attempt to provide local school-communities with the resources needed to examine and/or implement these models.

4) Analysis of the Planning Process.

This component of the study would encompass a concentrated evaluation in one of the participating schools of its planning process. Such an evaluation would be seen as facilitating those modifications viewed as necessary for future planning efforts. It would give direction to the Commission and the central administration in terms of improving support mechanisms and to school-community groups engaged in designing alternative approaches. Such an analysis or case study would lead to the formulation for school-community as well as central planning groups of practical recommendations in terms of effectively carrying out a planning effort concerned with generating programmatic change.

What steps are essential? What pitfalls should be avoided? Who must be involved? How should the local school-community relate internally and externally? How is public, student and staff support best solicited? What steps can and must central administration take to support the local effort? What is the role of the Massachusetts

Department of Education? How can a waiver from certain city or state regulations be obtained? These are examples of the kind of questions to which the in-depth analysis of a particular planning effort would seem to respond.

B. Operational Components

1) Pilot Programs. This component of the study will encourage the development within a single school or consortium of schools of comprehensive, school-wide thematic approaches which would permeate the curriculum and give a particular focus or direction to the school(s). Participating schools likely would be those not readily identifiable as either local district schools or schools in need of immediate attention and significant programmatic change. "Pilot programs" will also include the development of non-school resource centers in conjunction with the city's cultural institutions.

2) Decentralization of Change Process. The Boston School System took the first step toward decentralization of decision-making when it established several years ago the position of Area Assistant Superintendent. Consideration is presently being given by the School Department of initiating

several structural changes which might enhance further the decentralization effort. This particular project would continue this pursuit of decentralization. It would encourage community groups, students, school staff, institutions and service agencies within the community to participate in developing and implementing a model secondary school program. The existing School Councils will be a mainspring of this effort.

3) Resource Assistance. While one of the planning elements will be concerned with developing a comprehensive support model for local school staffs and communities, there nevertheless will be a need to bring together on an ad hoc basis a number of resources (e.g., curricula and staff development personnel, planning staff, consultants, literature, university, films, etc.) which can contribute to the planning and implementation of a pilot program. This supportive component, among other things, would assist local planning groups in surveying community resources and examining other operational and proposed models.

C. The Eventual Master Plan.

Towards the end of the first year of operations (approximately three months before the end of the

year), the Commission will review its activities and accomplishments and issue an interim report. At this time, the Commission, the Superintendent, the School Committee and the other city agencies involved will develop the outlines of a general master plan. It is not expected, however, that the Commission's work will by any means be done. Pilot programs instituted with the support of the Commission will not have had time to function or be assessed. But the Commission should have a general idea of the directions the secondary schools wish to go in and should go in.

The second year of the Commission's activities (assuming a reasonable amount of success during the first year) will be devoted to overseeing and further stimulating the pilot efforts and to developing a genuine master plan in considerable detail. Further outside funding for the second year's work will be sought during the final months of the first year of the Commission's work.

On the contrary, the Commission will view itself as strongly supporting all on-going change and assisting it to proceed as rapidly as possible. The Commission, in short, will be an action as well as a study group. Indeed, circumstances will not permit the Commission simply to plan. The current litigation concerning

racial balance, for instance, will undoubtedly create large-scale problems for the secondary schools that will have to be met perhaps as early as September, 1973. Although it is not the Commission's job to devise a racial balance plan for the secondary schools, the Commission will operate within the overall framework laid down by any and all court decisions. The Commission will also stand ready to act as a major resource to assist the groups actually doing the detailed planning for racial balance. This is clearly in line with the Commission's responsibility to concern itself with equal educational opportunity.

IV. The Organization of the Commission

The Commission itself will be composed of no less than twenty members drawn from all segments of the Boston community. It will be a representative group, comprising young people and adults, male and female, all races and minority groups and all relevant city agencies.

Members of the Commission will be selected from (and certainly include many of) the following:

The Office of the Superintendent of Schools

The Office of the Mayor

The Associate Superintendent for Planning

The Public Facilities Department

The Associate Superintendent of Curriculum

The Associate Superintendent for Staff Development

An Area Assistant Superintendent

The Boston Redevelopment Authority

The Boston Model Cities Administration

Boston Headmasters Association

Representatives of the Intermediate School Principals

Four parent representatives

Four student representatives

The President of Boston State College

The Deans of the schools of education at Harvard University, Boston University, Boston College, and Northeastern University

University of Massachusetts at Boston

Action for Boston Community Development

Tufts University (Lincoln-Filene Center)

State Department of Education

The National Association for the Advancement of Colored People

The Office of the State Secretary of Educational Affairs

Business and Industry, including the Greater Boston Chamber of Commerce

The Metropolitan Cultural Alliance

The Boston Teachers Union

Assistant Principals Association

Organized Labor

The membership of the Commission (including its chairman and its staff) will be determined by the School Committee upon the recommendation of the Superintendent, after consultations with the Mayor's Office and other city departments. The chairman of the Commission perhaps should be a distinguished leader selected from the ranks of local business, industry or the local universities. A vice-chairman representing the Boston school department will be selected by the Superintendent of Schools.

The life of the Commission will be no more than two years from the time of its establishment and funding, or approximately January, 1973 to December, 1974. The completed master plan itself will be ready for submission to the School Committee, the Superintendent and other relevant city departments no later than December, 1974. An interim report and an outline draft of the master plan will be completed by the end of the Commission's first year, or approximately by December, 1973.

The full Commission will meet for one full day every month to deliberate as a committee of the whole. Individual subcommittees dealing with special matters and Commission teams working in the schools will meet more frequently.

A Commission executive committee will be established, consisting of the Commission chairman and vice-chairman,

one of the headmasters or principals, one city representative and three other members - one parent, one student and the executive director. The four student representatives to the Commission will be given full academic credit for the time spent serving on the Commission. The executive committee will meet once every two weeks for one half day.

It should again be stressed that the Commission is a working group and that members will be expected to devote a considerable amount of time to Commission activities. We realize that it will not in all cases be easy to find such people or easy for busy people to devote time. But every effort will be made to create such a working Commission.

The Commission will have its own staff. It will be carefully drawn from the staff of the School Department and from outside agencies in order to insure a collaborative mix. It will be made up of the following positions:

1) An executive director.

The exeutive director will have overall managerial responsibility for the Commission's work. He (she) will act as chief liaison between the Commission, the staff and all other agencies. He will also act as the administrative director of the staff and its activities as well as of the consultants and their work. He will be responsible

for the production of all final reports and the final master plan. This position can be filled, on either a full or half-time basis, by a qualified person outside the school system.

2) An assistant director for high school liaison.

This assistant director, to be selected directly by the superintendent, will be in charge of all relations with the individual senior high schools. He (she) will be drawn directly from the school system itself and will work full-time to coordinate the on-going work of the high schools with the work of the Commission.

3) An assistant director for middle school liaison.

This assistant director will be selected and will serve in a capacity similiar to the above assistant director but concentrating on junior high and middle schools.

4) An assistant director for institutional liaison.

This assistant director, to be selected by the Urban Observatory with the approval of the Superintendent, will coordinate the relations between the Commission and the various other agencies and institutions in the city and the metropolitan region, such as the cultural institutions, local colleges and universities, and the State Department of Education. He (she)

will act also as principal investigator for all research activities conducted as part of the Urban Observatory grant.

4) Two research assistants.

These two staff members will provide general assistance to the executive director and the assistant directors in carrying out their duties. They will gather all relevant information from schools and other institutions and assist in the development of programs, models and plans.

5) Two secretaries.

6) Consultant assistance.

In addition to its permanent staff, the Commission will from time to time require special consultant help on such matters as projecting future school populations, determining the developmental needs of secondary school young people, up-dating past surveys of the secondary school programs and facilities, etc.

In addition to its permanent full and part-time members, the staff (and therefore the Commission) will need to draw upon the knowledge and services of various members of the administrative staffs of the school system and other city departments.

To this end, the staff will be augmented by part-time members from the various school system departments and from

other city agencies. The time of these staff people will be contributed by their individual agencies. This part-time staff will be considered flexible so that new people may be added as their services become relevant. This part-time staff will thus include but not be limited to:

- The director of the School Department's Educational Planning Center and other members of the EPC staff
- The director of the School Department's Flexible Campus Program
- The director of the School Department's division of Vocational Education
- The Mayor's Special Assistant for Educational Affairs
- The director of the Boston Urban Observatory
- The director of planning, Boston Redevelopment Authority
- The director of Long-Range Planning, Public Facilities Department
- The executive director of the Metropolitan Cultural Alliance
- The assistant director of the Boston Office of Cultural Affairs.

The Commission's staff will be determined in a similar manner. All staff members will be supported by outside funds. The time of the members of this part-time staff will be an in-hand monetary contribution on the part of the school system and the other city agencies.

V. The Commission's First Year Work Program

The work program of the Commission will be divided roughly into four phases or stages. Starting dates will depend upon final approvals by the School Committee and the availability of funding.

A. Stage I - Review of Current Situation: Four months

During this initial four month stage, the Commission and its staff will thoroughly review the current situation in the secondary schools of Boston including:

- all previous studies of the secondary schools
- current population and capacities
- updating of population projections
- review of existing innovative programs (Flexible Campus, Copley Square High School, English High, etc.)
- review of capital outlay and facilities plans
- possible role of city's cultural and educational institutions in a collaborative effort

Since one of the main thrusts of the Commission's work will be to deal with immediate problems facing the secondary schools, this phase of the work will involve extensive collaborative efforts with all of the high schools in the city, learning what their problems are, what solutions they are proposing, what innovations they would like to see occur. This will also involve talking with students and parents to get a feel of their needs

and desires. It may well also involve holding public meetings or hearings in various neighborhoods throughout the city to receive opinions, ideas, etc., from parents and other citizens.

One of the immediate and largest problems that will confront the secondary schools will be the outcome of current litigation in both state and federal courts. These court decisions, whatever they may be, will profoundly affect the secondary schools. The Commission will have to help the schools deal with these immediate problems as soon as possible.

B. State II - Examination of Alternative Educational Methods, Organization and Procedures: Five months

During this five month period, the Commission will examine the various alternative ways of organizing, operating, housing and conducting the secondary school enterprise. These options would include:

- a large-scale extension of the Flexible Campus Program and Copley Square High School
- the establishment of city-wide resource centers as an alternative to new schools
- the possibility of converting high schools to school/community centers
- the conversion of or adding to existing cultural institutions to make them into city-wide resource centers

- the development of new patterns of governance within secondary schools, including greater participation of parents and students in determining the direction of change
- the establishment of a central mechanism for assisting secondary schools to solve their problems and begin change processes
- the development of possible solutions to immediate problems such as overcrowding, modernization of program and facilities and especially problems created by court ordered racial balance plans
- a rethinking of the goals of secondary education
- the use or conversion of existing non-school space to school use (as in the case of the bathhouse annex to South Boston High or the acquisition of space for Copley Square High)
- the feasibility of city-suburban cooperative programs
- the establishment of new ways of involving parents and other citizens in establishing goals for individual schools and for the secondary system as a whole
- new patterns of organizing the learning process (greater emphasis on independent learning, on students teaching other students, on academic credit for public service work and paid employment, etc.)

- investigation of year-round schooling, the extended day, evening high schools and all other possible methods of using school facilities and personnel more productively.

As this stage progresses (involving close and intense collaborative efforts with individual schools), specific ideas and possibilities will begin to emerge for pilot programs that individual schools and the Commission feel are appropriate, desirable and feasible. By September, 1973, it is expected that a few of these programs would be ready for trial, at least on a preliminary basis. Such pilot programs will proceed as quickly as possible, with the Commission's assistance and the approval of the School Committee. The Commission will thus begin to act as a kind of prototype central advisory service for assisting high schools to change and for assisting the central administration to institute new programs. Later, this may be converted into a permanent central mechanism following the completion of the Commission's work. Thus Stage II and Stage III are overlapping stages.

C. Stage III - Planning and Implementation of Pilot Alternative Programs: Beginning September, 1973, and Extending through the Life of the Commission

During the school year 1973-74 a number of pilot efforts will be initiated with a view to laying the groundwork

for the development of the eventual master plan. These pilot programs will be assessed to determine their programmatic and fiscal viability. In this manner an experiential base will be provided for the master plan.

These pilot programs might include:

- joint city-suburban programs
- "schools within schools"
- linkages of schools and resource centers
- new ways of generating parental involvement in school operations
- new forms for administrative organizations within secondary schools

Thus Stage III also overlaps Stage IV and continues into the Commission's second year.

D. Stage IV- The Development of the General Master Plan and the Second Year's Work Program: Three months

During this final stage of the first year's work, the Commission will:

- select, at least tentatively, the options, innovations and new programs (as well as the existing programs to be continued and expanded) as the Commission finds these to be desirable
- establish the outlines of some short and long-range recommendations for the current use and future construction plans for secondary school facilities

- begin to spell out the fiscal implications of the program and facilities recommendations, with particular stress on possible increases in educational productivity
- begin to develop a carefully staged plan for implementing the recommended changes in both program and capital outlay
- begin to investigate how the master plan will be funded as well as its fiscal impact on the city's tax structure
- begin to design the central mechanism for supporting continuing change in the secondary schools.
- continue to support the pilot programs
- plan the second year's activities and obtain continued financial support for the Commission's activities
- prepare an interim report on the first year's activities
- seek funding for the second year's activities.

It should be clear that these stages or phases are closely interrelated and have been separated primarily for the benefit of the reader. The elements of the work program which have been presented will overlap, and the time schedule indicated should be viewed, therefore, only as a suggested guideline. The Commission will be expected to operate for at least two years with the understanding

that a third year may be necessary to continue the efforts with the pilot programs and thus provide the Commission with a more informed data base. It could well be that after a second year of evaluating pilot programs, the Master Plan might require some modification.

VI. Proposed Budget for the Commission's First Year

This budget is designed for the first year of the project or approximately January, 1973, to January, 1974. A projection for the second year would suggest that a somewhat lesser amount might be needed for this phase, one primarily operational in nature (as opposed to planning). It is at this time an approximate budget and depends to some extent on the exact times when funds become available. The Boston Urban Observatory has already committed $40,000 of its own funds to the project, but these funds can only be used for specific purposes (as explained below). The Public Facilities Department is planning to put a small amount of city funds into consultant help to get the Commission organized and under way. (This is in addition to the city funds involved in the form of the time of those furnishing technical assistance.) The Boston School Committee will also allow specified school department personnel to contribute part of their time to the study.

Breakdown by Sources (approximate)

From Urban Observatory	$40,000 (25%)

From City Sources (excluding $4,000 in start-up costs from PFD)	$24,500 (15%)
From Foundation Sources	97,000 (60%)

The Boston School Committee, in conjunction with other city agencies and the Boston Urban Observatory, hereby respectfully requests the Ford Foundation for a grant of $97,000 for the partial support of the first year's activities of the Commission on Secondary Education in the City of Boston.

B. Secondary School Population Projections: 1980

SECONDARY SCHOOL PROJECTIONS: 1980

This report is not an attempt to carry out an original and complete population projection study. Instead, it reviews and utilizes the material contained in three recent Boston school population projections. Using these three studies and current (1972-1973) enrollment figures, I have estimated the secondary school population in 1980, including both public and non-public (primarily parochial) populations. It should be emphasized that my projections -- like all such projections -- are only an educated estimate, and should be reviewed on an annual basis. Future school populations can be altered drastically by major urban renewal projects, housing construction, changes in migration patterns, even by changes in life styles.

A brief outline of the methodology and findings of each of the three recent projection studies follows. I have presented this information in order to give the reader an idea of the processes involved in such studies, and an opportunity to form his or her own conclusions with respect to my projections.

It would have been most convenient if the three studies had used the same basis for their projections and had covered

the same ground. That they did not do so makes a straightforward comparison of their results difficult, except with respect to general population trends.

Barring a large influx of school age youngsters into the city -- which does not appear likely -- the general school population trend will be downward until after 1980. This is due to a sharp decline in Boston's birth rate in the sixties, a decline which is now being reflected in falling elementary school enrollments. The effects of this decline will be strongly felt in grades 7-8 towards the end of the 1970s and in grades 9-12 around the beginning of the 1980s.

Study #1. High School Enrollment Projections 1970-1974, 1980. By the Advanced Planning Division of the BRA, May, 1970.

This study was done for grades 9 through 12 only. Its starting point was the number of births to Boston residents from 1963-66 (persons born in those years would be in grades 9-12 in 1980). The study then added to or subtracted from this beginning figure in accordance with the impact of the following factors:

a. death rate

b. net migration into or out of Boston

c. transfers from non-public schools

d. dropout rate

Results:

Actual Grade 9-12 Enrollments, 1972-73		Projected Grade 9-12 Enrollment, 1980		Percent Increase or Decrease, 1973-80
Public	23,639		28,740	+22%
Non-public	9,304	Approx.	6,260*	-33%
Total	32,943	Approx.	35,000*	+ 6%

* These figures were extrapolated from the study.

Study #2. Projections of the Secondary School Age Population of Boston for 1980 and 1990. By the BRA's Community Renewal Program Research Department, May, 1973.

This study, unlike the preceding one, includes grades 7 through 12. Unfortunately, it is of limited value, since it makes no attempt to distinguish between public and non-public enrollments -- the projections simply lump both together. The study's starting point was the number of children aged 2 through 7 in 1970 (these children would be of secondary school age in 1980), as indicated by the 1970 census. The following factors were then used to add or subtract from the initial figures:

a. death rate

b. net migration into or out of the Boston schools. This was calculated by assigning a progression ratio for each grade. (A progression ratio is simply a figure by which the number of students in the 8th grade, for example, is multiplied so as to determine how many of those same students may be expected to reappear in the 9th grade in the same school or school system. The ratios are based on past

experience; in the case of this study, they were based on the experience of the decade 1960-1970.)

Because this study dealt only with age groups and not with school enrollments, its results, if accepted as a reliable basis for calculating enrollments, would have to be modified by dropout rates.

The results of this second BRA study, contrasted with actual 1972-1973 enrollments, are as follows:

Actual public and non-public enrollments, 1972-73		Projected population by age group, 1980		Percent increase or decrease, 1973-80
Grade 7-8	19,200	Age 12-13	16,464	-14%
Grade 9-12	32,943	Age 14-17	36,419	+11%
Total	52,143		52,883*	+ 1%

* This represents the number of children who would be eligible to enter grades 7 through 12, if they were all 6 years old upon entering first grade and none were held back or accelerated.

Study #3. Projections contained in The Need for Secondary School Facilities, 1973, Boston, Massachusetts, a study done for the Educational Planning Center of the Boston Public Schools by George J. Collins, consultant, in March, 1973.

The Collins study includes all grades, K-12, and projects figures for both public and non-public enrollments up to and including 1979. It is based upon both births and current enrollments, and employs progression ratios. These progression ratios are based upon the experience of the past three years, and they incorporate the factors of death, net migration, and dropout rates.

The results of the Collins study, contrasted with actual 1972-73 enrollments, are as follows:

Actual public and non-public enrollments, 1972-73		Projected public and non-public enrollments, 1979	Percent increase or decrease, 1973-79
Grade 7-8	19,200	13,262	-31%
Grade 9-12	32,943	30,176	- 8%
Total	52,143	43,438	-17%

COMPARISON OF THE RESULTS OF THE THREE STUDIES

The results of the three studies described above may be tabulated and compared as follows:

Actual public and non-public enrollments, 1972-73		Projected Populations Study #1 (BRA), 1980	Study #2 (BRA), 1980	Study #3 (Collins), 1979
Grade 7-8	19,200	-	16,464	13,262
Grade 9-12	32,943	Approx. 35,000	36,419	30,176
Total	52,143	-	52,883	43,438

It is readily apparent that these results are inconsistent with each other. In particular, the total difference between the results of the second (most recent) BRA study and the Collins study amounts to over 9,000 pupils.

It is my opinion that both of these projections are off the mark, and that the answer lies somewhere between them. I regard Study #2 as a drastic overestimate of the 1980 secondary school population for the following two reasons:

a.) The study projected population age groups rather than enrollment. There is a big difference between the two. For example, the 1970 Census showed that there were about 59,000 secondary school age children (ages 12 through 17) in Boston. In contrast to this figure, however, the actual Boston school enrollment -- public and non-public -- in grades 7 through 12 in the 1969-70 school year was less than 52,000. [I have no readily available data which can explain this difference precisely. However, here are four probably contributing factors: 1.) children who are not now and never have been enrolled in school (in particular, Spanish-speaking children);[1] 2.) school dropouts; 3.) some of those in the secondary school age group are the children of residents or non-residents and are attending Boston post-graduate (prep) schools and colleges; 4.) some of those in the secondary school age group are in fact still in elementary school.]

b.) The source of my second argument lies in a comparison of birth and enrollment figures. As we have seen, there are now (1972-73) 52,143 pupils enrolled in grades 7 through 12. Assuming for the moment a direct correlation between the 12-17 age group and grade 7-12 enrollment, these pupils were born in the years 1955 through 1960. In that six-year period, a total of 93,684 children were born to Boston residents.

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[1] See the Report by the Task Force on Children Out of School, The Way We Go to School, published by Beacon Press, 1970.

Using the same approach, it can be shown that the birth years of those who will be enrolled in grades 7-12 in 1980 are 1963 through 1968. This six-year period yielded a total of only 74,463 births to Boston residents.

Thus, the 1980 Boston secondary school enrollment will be based in large part on a number of births which is about 17,000 less than the number of births which correspond to the 1972-73 enrollment. On this basis alone, we would expect a sharp drop in enrollment in 1980. Yet the second BRA study shows almost no change between 1972-73 and 1980 in total enrollment (though it does show a 3,000 pupil drop in grades 7 and 8).

On the other hand, I regard the results of Study #3 (the Collins study) as an underestimate of the 1979 secondary school population for the following reason:

Assuming again for the purpose of this discussion a direct correlation between the 12-17 age group and grade 7-12 enrollment, it can be shown that the Collins projection of 43,438 for the grade 7-12 enrollment in 1979 equals 55 percent of the number of births to Boston residents in the years 1962-1967. Similarly, the 1972-73 enrollment can be shown to equal 56 percent of the number of births to Boston residents in the years 1955-1960. The closeness of these percentages implies that through the remainder of the 1970s, the death rate, the migration rate and the dropout rate will remain at about the same levels at which they were during the 1960s, I believe this conclusion is incorrect, if one assumes:

a.) a decrease in the death rate due to continuing improvements in medical treatment (this is in any case a relatively unimportant factor).

b.) a decrease in the rate at which parents of school age children migrate out of the city. The population of Boston fell steadily between 1960 and 1970. However, according to the Police Census of 1972, the rate of decline in the 35-64 year age group has slackened, while the population of the city as a whole has increased for the first time in over a decade.

c.) a decrease in the dropout rate, due to the introduction of new educational programs and resources which exert a greater holding power on students.

CONCLUSIONS WITH REFERENCE TO TOTAL (PUBLIC AND NON-PUBLIC) 1980 GRADE 7-12 ENROLLMENT

1. Grades 9-12

There are now about 36,000 children (does not include ungraded, special) enrolled in grades 1 through 4 in both public and non-public schools in Boston. In the 1980-81 school year, these children would be in grades 9 through 12. If we were to accept the findings of the two BRA studies we would, in effect, be saying that close to one hundred percent of the 36,000 (barring an influx of children into the city in the interim) would remain in the city's schools in 1980. As has been pointed out, this seems an overly optimistic projection.

The Collins study predicts that the grade 9-12 enrollment in 1979-80 will be 30,176 -- about a 19 percent attrition in seven years. Because of evidence pointing to greater population stability in the seventies and because of an optimistic assumption with regard to dropouts, I prefer an attrition of about 10 percent by 1980-81. This would make for a grade 9-12 population of about 32,400 in 1980-81.

2. Grades 7-8

This is a more difficult problem, because the children who will be in grades 7 and 8 in 1980-81 are not yet enrolled

in school. Consequently, I shall rely on a comparison of births vs. enrollments. In 1967 and 1968, there were 22,978 births to Boston residents. The children born in these two years would enter grades 7 and 8 in the 1980-81 school year. According to the Collins study (whose projections are based on the experience of the last three years), about 58 percent of these children will enter grades 7 and 8. Again, because of evidence pointing to greater population stability in the seventies and because of an optimistic assumtion with regard to dropouts, I prefer to believe that about 65 percent will enter grades 7 and 8, that is, about 14,900.

Thus my projections, contrasted with 1972-73 enrollment, are as follows:

	Actual public and non-public enrollments, 1972-73	Projected public and non-public enrollments, 1980-81	Percent Decrease 1973-80
Grade 7-8	19,200	14,900	-22%
Grade 9-12	32,943	32,400	- 1%
Total	52,143	47,300	- 9%

PUBLIC VS. NON-PUBLIC ENROLLMENTS - 1980

Up to this point I have tried to ascertain the total number of Boston pupils in grades 7-12 in 1980, regardless of whether they attend public or non-public (private) schools. The next step is to predict how many out of the total will be attending public schools and how many will

be attending non-public schools. (In Boston, virtually all non-public school pupils are attending parochial schools.) This is perhaps the most crucial step in the process of projecting 1980 public school enrollments, since the transfer of pupils from non-public to public schools is likely to be the most important single factor affecting the size of public school enrollments. Unfortunately, it is also the factor most difficult to predict. No one, including the parochial school authorities themselves, is able or willing to provide specific information with respect to possible future parochial school closings. Without such information, one can only review what has happened in the recent past and make a very rough estimate -- based on past and present trends -- of what is likely to be the situation in 1980.

During the past decade, Boston parochial school enrollments have fallen sharply, even though the demand for seats in these schools has remained strong. The fall in enrollment is due to school closings and these in turn are due primarily to an inability to keep up with increased costs. These increased costs stem in part from the need to replace a dwindling supply of clerical teachers with more expensive lay teachers.

Operating costs of parochial schools are paid for by tuition charges, by voluntary contributions, and by church subsidies. Parents whose children attend parochial schools are of course also paying taxes to support the public schools.

As the costs of operating these schools rise, the ability of parents to pay increased tuitions and the ability of the individual parish or the archdiocese to contribute additional subsidies are increasingly strained. Moreover, it appears highly unlikely that the constitutional doctrine of separation of church and state will permit public tax monies to be used to support non-public schools.

For these reasons we can expect that there will be a continued attrition in the pupil populations of parochial schools during the seventies, and that some parochial pupils, at least, will transfer to the public schools.

Of the three studies discussed in the preceding section of this report, two make an attempt to distinguish between public and non-public enrollments by the end of the decade. Study #1 (the 1970 BRA study) deals only with grades 9-12. Study #3 (the 1973 Collins study) includes grades 7-12. In the following table I have set forth the appropriate figures for past, present, and future (projected) school years so that the reader may note trends and make comparisons.

	1965-66	1972-73	1979-80 (Collins Projections)	
Grade 7-8				
Public	12,723 (64%)	13,580 (71%)	11,041 (83%)	
Non-public	7,155 (36%)	5,620 (29%)	2,221 (17%)	
Total	19,878	19,200	13,262	
Grade 9-12				1980-81 (BRA projection)
Public	23,116 (65%)	23,639 (72%)	24,326 (81%)	28,740 (82%)
Non-public	12,349 (35%)	9,304 (28%)	5,850 (19%)	6,260 (18%)
Total	35,465	32,943	30,176	35,000

It will be noted that the two projections are more or less in agreement that by 1980 non-public school enrollees will make up about 20 percent of the total grade 7-12 school population, whereas at present (1972-73) the figure is roughly 30 percent. Both projections are based upon the trends of the last few years.

There is one additional source of information with which these projections can be compared. The State Department of Education's Bureau of Educational Research and Statistics has just issued a report entitled Massachusetts School Enrollment Projections 1973-1980. Table IV of this report estimates that between 1972 and 1980 grade 5-8 private school enrollments will decline 60 percent. Similarly, grade 9-12 enrollment will decline 30 percent. If we apply these percentage figures to the 1972-73 grade 7-8 and grade 9-12 Boston non-public school enrollments shown above, the resulting 1980 non-public enrollments look like this:

Grade 7-8	2,248
Grade 9-12	6,513

These figures are in substantial agreement with the two preceding projections. Here again, however, it should be pointed out that the State Department's report is based on past trends rather than on detailed information supplied by private school officials.

In the absence of any hard data, I have chosen to rely on the guidance furnished by these three studies, which are at least consistent with each other. Consequently, with respect to grade 7-8, I have projected an 82-18 percent split between public and non-public enrollments in 1980; with respect to grade 9-12, I have projected an 80-20 percent split. These percentages have been grafted onto the total enrollment figures shown on page 41 as follows:

CONCLUSIONS WITH REFERENCE TO PUBLIC VS. NON-PUBLIC

1980 GRADE 7-12 ENROLLMENTS

	Actual Enrollments 1972-73	Projected Enrollments 1980-81
Grade 7-8		
Public	13,580 (71%)	12,218 (82%)
Non-public	5,620 (29%)	2,682 (18%)
Total	19,200	14,900
Grade 9-12		
Public	23,639 (72%)	25,920 (80%)
Non-public	9,304 (28%)	6,480 (20%)
Total	32,943	32,400

These figures tell us that by 1980 the Boston public school grade 7-8 enrollment will have decreased by about 1,400 pupils, while the grade 9-12 enrollment will have increased by about 2,300 pupils.

PUPILS IN SPECIAL CATEGORIES

The preceding projections have used current grade 7-12 enrollments in Boston schools as a basis for calculation. It must be pointed out, however, that there are special groupings of Boston students that fall outside of this category -- groupings that should be kept in mind when it comes to determining the number of secondary school seats needed in 1980.

Two of these groupings are numerous enough to warrant special mention: those pupils in non-graded special classes in the junior and senior high schools, of whom there are about 850; and the grade 7-12 pupils who are enrolled in METCO, of whom there are perhaps as many as 750.

It is impossible to make any firm judgments as to the number of pupils that will fall into these categories in 1980. With respect to the non-graded special class pupils, one might reasonably argue that their numbers -- like those in grades 7-12 -- will remain about the same. Therefore, secondary school facilities planned for 1980 should be adequate to accommodate at least 850 special class students in addition to those projected for grades 7 through 12.

With respect to the METCO pupils, one may only hazard the guess that the METCO program is likely to expand rather than contract over the next seven years, on the grounds that the mixing of urban and suburban students in the Boston

area will continue to be seen as a means of ensuring equal educational opportunity. In any case, we may assume that any increase in the number of METCO students between now and 1980 will result in a corresponding decrease in the Boston grade 7-12 enrollment. Consequently, the greater the number of grade 7-12 students enrolled in METCO, the fewer the number of seats needed in Boston's secondary schools.

PUPIL POPULATION TRENDS IN THE 1980's

This report would not be complete without some discussion concerning pupil population trends after 1980. However, it should be noted that the farther ahead one projects, the less reliable the projection. With that caveat in mind, I shall list several factors which will probably exert an influence on Boston's public secondary school enrollment in the 1980s.

1. Most of the children who will be enrolled in Boston's secondary schools during the latter half of the 1980's have not yet been born. Therefore, any estimate of pupil population for that period must include projections of the number of births to Boston parents during the mid- and late seventies. This calculation in turn must be based upon the number and fertility rate of potential mothers during this period.

Figures contained in the State Department of Education's Massachusetts School Enrollment Projections 1973-1980 and in the second BRA school population study (done in May, 1973) agree that while the number of potential mothers will increase during the rest of the seventies, the fertility rate is likely to fall. The net result will probably be an increase in the number of births, making for at least a slight increase in the number of secondary school students in the late 1980s.

2. It was noted earlier that the decline in Boston's birth rate in the sixties will be felt in grades 9-12 around the beginning of the 1980s. Therefore, on the basis of the birth factor, the number of students enrolled in these grades is likely to be less than it is presently until the late 1980s.

3. It is at least possible that transfers from non-public to public schools will have been exhausted by about 1980, and that the remaining non-public (i.e., parochial) schools, having weathered a period of financial crisis, will remain on the scene indefinitely.

4. On the basis of the preceding speculations, therefore, one may conclude that the grade 7-12 public secondary school population in Boston will continue to decrease (but not drastically) into the early and mid 1980s and then will increase during the latter half of the 1980s.

All of this assumes no significant changes in migration patterns. Any marked change in the migration of families into or out of Boston would, of course, alter the picture drastically.

DETERMINATION OF THE NEED FOR SECONDARY SCHOOL SEATS BY 1980

Some years ago the Boston School Committee agreed that over a period of time the grade structure of Boston's schools would be altered to produce the following results:

a. all grade K-5 students would be housed in elementary schools

b. all grade 6-8 students would be housed in middle schools (replacing the grade 7-9 junior highs)

c. all grade 9-12 students would be housed in high schools

This intention has been only partially implemented. As Appendix A (which lists the city's high schools, junior highs, and middle schools) indicates, there are two high schools which house students in grades 7 to 12; 11 high schools which house students in grades 9 to 12; and 5 high schools which house students in grades 10 to 12. Only 4 middle schools have so far been created, as opposed to 15 junior highs.

In calculating the need for secondary school seats in the future, I am proceeding on the assumption that by 1980 the changeover to the new grade structure will have been completed. The key to accomplishing this changeover lies

in the addition to present and planned high school capacity so that all 9th graders can be housed in the high schools. If this step is taken, then the junior highs can be converted to middle schools by the addition of 6th graders from the elementary schools. Consequently, I shall deal with the question of high school needs first.

I. CAPACITY NEEDS OF BOSTON'S HIGH SCHOOLS

With few exceptions, Boston's high schools are presently operating with enrollments at or over capacity, with a total, system-wide enrollment of 21,307 in October, 1972. At the same time, the total grade 9-12 enrollment was 23,639. These figures make it clear that in order to move all 9th graders into the high schools, additional high school space must be created.

Moreover, looking ahead to 1980, my projections indicate a grade 9-12 enrollment of 25,920. This is about 4,600 students more than the 1972-73 enrollment.

However, there are several additional contributory factors bearing on the calculation of high school capacity requirements by 1980:

A.) There is general agreement that seven of the existing high schools should be closed -- or at least moved out of their present locations -- as soon as alternative space becomes available. (These schools, together with their enrollments on October, 1972, are listed in Appendix B.) Consequently, I shall not

include these schools when determining total available high school capacity in 1980.

B.) There is general agreement also that several new schools currently in the planning process will be constructed during the next few years. (These schools are also listed in Appendix B.) The planned capacity of these schools totals 8,700 seats. This number should therefore be included in the determination of available high school capacity in 1980.

C.) It is apparent that if we add together the capacities of the schools being planned with the capacities of the existing schools (not including those which it is agreed should be closed), the result should provide an idea of how many additional seats (if any) will be needed. However, in order to do this we must assign a realistic pupil capacity to each of the existing high schools.

Two recent studies have dealt with the question of Boston high school pupil capacities. The first of these was carried out by Educational Planning Associates in 1970. The second was carried out by the Educational Planning Center of the Boston School Department in 1972 or 1973. I prefer the EPA study because it deals with the issue in greater depth and detail. Consequently, I have adopted its results for use in this discussion.

Appendix C lists the schools which will be retained, together with their capacities and October, 1972 enrollments. It will be noted that all of these schools are operating above capacity -- in some cases markedly so. The capacities shown in Appendix C are "planned" capacities, that is, the capacities these schools will have after they have been rehabilitated and modernized. These "planned" capacity figures were developed by EPA in its 1970 study in the following two steps:

A.) Each existing instructional space was assigned a capacity which was appropriate for: 1.) the size of the space, and 2.) the size of the class to be taught (considering the nature of the subject to be taught and the number of pupils who can be reasonably assigned to an instructor). A utilization factor of about 85 percent was then applied. (In other words, it was assumed that at any given time during the school day only 85 percent of the spaces would be in use.) The resulting figure was the capacity of the school <u>if no changes were made</u> in the design and use of interior spaces.

B.) However, it was decided by EPA that certain changes <u>should</u> be made to provide special facilities within each school where they were nonexistent or to add to them where they were inadequate. These special facilities included gymnasiums, science laboratories, media centers, art studios, and music

rooms. In order to provide the necessary additional space required for these facilities, EPA assumed a loss of standard classroom space. Thus, the net effect of this process -- which aimed at the improvement and modernization of the high schools -- was to reduce the capacity of each school.

CALCULATION OF SEATS NEEDED BY 1980

With the use of the data contained in Appendices B and C and in the 1980 population projection, it is possible to calculate the additional number of seats needed for Boston's high schools by 1980 as follows:

1. "Planned capacity" (after rehabilitation and modernization) of 10 high schools which will be retained:	11,250
2. Capacity of 5 new schools to be constructed in the next few years:	8,700
TOTAL EXISTING OR PLANNED CAPACITY:	19,950
3. Grade 9-12 projected enrollment in 1980:	25,920
4. Non-graded (high school) special class projected enrollment, 1980 (estimated):	250
	26,170
5. 7th and 8th graders at two Latin schools:	1,000
TOTAL PROJECTED HIGH SCHOOL POPULATIONS, 1980:	27,170

6. Total projected high school population, 1980: 27,170
less total existing or planned capacity: 19,950
equals..... 7,220

Thus, it is estimated that an additional 7,220 seats (or the equivalent) -- above and beyond the number planned or existing -- will be needed to house the city's public high school population by 1980.

To put this in perspective, the reader should be reminded of several points:

A.) Present (1972-1973) Boston public high school enrollment is 21,520. This figure includes a number of 7th and 8th graders at the two Latin schools, but does not include almost 4,000 9th grade pupils in the junior highs (and in a few elementary schools).

B.) The large number of additional seats needed by 1980 is due almost entirely to two factors: first, an expected influx of pupils from parochial schools (a matter which the Boston public school authorities cannot control); second, the shift of all 9th graders into the high schools (a matter which the Boston authorities can control).

II. INTERMEDIATE SCHOOL CAPACITY NEEDS BY 1980

The determination of intermediate school seat needs is complicated by the fact that there are four existing types of intermediate grade facilities in Boston:

a.) 15 junior high schools housing grades 7-9

b.) 4 middle schools housing grades 6-8

c.) 10 elementary schools housing grades 7 and 8

d.) 2 high schools housing grades 7-8 (Boys Latin and Girls Latin)

(All of these schools are listed in Appendix A.)

A. DISTRIBUTION OF INTERMEDIATE LEVEL PUPILS 1972-73

In the 1972-1973 school year, intermediate level pupils (grades 7-9) were distributed as follows:

1.	9th graders in high schools	3,253
2.	9th graders in junior highs	3,931
	Total number of 9th graders:	7,184
3.	7th and 8th graders in two Latin Schools:	1,027
4.	7th and 8th graders in junior highs:	8,404
5.	7th and 8th graders in middle schools:	1,597
6.	7th and 8th graders in elementary schools:	2,376
	Total number of 7th & 8th graders:	13,404

7. There were also 151 ungraded pupils in the junior highs and middle schools, plus another 266 pupils whose grade standings could not be

identified, apparently because of clerical errors.[1]

The Total of items 1 through 7 is 21,005.

B. INTERMEDIATE SCHOOL ENROLLMENTS 1972-73

If we confine ourselves to the intermediate schools (rather than intermediate grades), the enrollment figures for 1972-73 may be summarized as follows:

1. Junior high enrollment (15 schools)

Grade 9	3,931
Grades 7 and 8	8,404
Ungraded	148
Unidentified	236
Total	12,719

2. Middle School enrollments (4 schools)

Grades 7 and 8	1,600
Grade 6	401
Ungraded	3
Unidentified	30
Total	2,034

3. Adding (1) and (2), the total intermediate enrollment in 1972-1973 was 14,753.

C. PROJECTED INTERMEDIATE SCHOOL ENROLLMENTS 1980-81

Let us assume that by 1980 all 9th graders will be in the high schools, that about 1,000 7th and 8th graders will be in the two Latin schools, and that all junior

[1]Enrollment statistics were obtained from a report of the Boston School Department's Data Processing Center issued December 4, 1972.

highs will have been converted to middle schools, housing grades 6,7, and 8.

The projected grade 7-8 enrollment for 1980 is 12,218. If we subtract from this figure an estimated 1,000 pupils who would be housed at the two Latin schools, then the middle schools in 1980 must accommodate about 11,218 pupils in grades 7 and 8, plus the city's grade 6 public school population.

Using the same procedures as those described on pp. 40-45 of the section dealing with high school projections, the projected grade 6 (1980) population may by roughly estimated at 5,750.[2] Thus the number of middle school pupils expected in 1980 may be estimated as follows:

Projected grade 7 and 8 enrollments:	11,218
Projected grade 6 enrollment:	5,750
Total:	16,968
Estimated ungraded (special class) enrollment	500
Total	17,468

D. PUPIL CAPACITIES OF EXISTING AND PLANNED INTERMEDIATE SCHOOLS

The pupil capacities of the existing junior highs and middle schools have been estimated by the Educational Planning Center of the Boston Public Schools

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[2]The grade 6 population in 1972-73 was 4,888, but this was an unusually low figure due to the fact that when these children entered grade 1 six years earlier, the age for first grade entry was changed from 5 1/2 to 6. This severely limited the size of the class.

within the last year. The EPC figures will be used in determining total existing intermediate school capacity. However, it should be noted that EPC based its calculations on the existing spaces in each school, and did not attempt to ascertain how much space might be lost (with a resulting loss of pupil capacity) if the schools were rehabilitated and modernized. What should be kept in mind, therefore, is that the pupil capacity figures are on the high side, and would have to be revised downwards if a program of intermediate school modernization were undertaken.

Intermediate school capacities are listed in Appendix D. In each case the figures are those estimated by EPC, with three exceptions:

1.) The existing Barnes Junior High is to be abandoned and replaced by a new structure with a 1,000-pupil capacity. Consequently the capacity of the projected school has been listed.

2.) The 1,300-pupil capacity shown for the Grover Cleveland is that which the school will have when the modernization/addition program now underway is completed.

3.) The Carter Middle School is still in the planning process, but will be ready well before 1980. This new South End School will have a grades 6-8 pupil capacity of 700.

(It should be noted that the Barnes replacement, the Grover Cleveland modernization/addition and the creation of the Carter Middle School are the only intermediate school construction projects presently contemplated. It should also be noted that other than the Barnes, there are no intermediate schools which are scheduled for abandonment in the near future.

E. CALCULATION OF INTERMEDIATE SCHOOL PUPIL CAPACITY NEEDS BY 1980

Using the information developed in the preceding paragraphs we can now proceed to calculate intermediate school capacity needs by 1980.

Projected 1980 intermediate (middle) school population (grades 6,7 and 8)	17,468
Existing and planned capacity of intermediate schools (see Appendix D)	17,103
Additional pupil capacity required	365 seats

What this result implies is that no further intermediate schools need be provided exclusively for the purpose of meeting capacity needs unless a program of modernization is undertaken which leads to a loss of capacity (and such a program may well be desirable).

F. EFFECT OF CREATION OF MIDDLE SCHOOLS ON ELEMENTARY SCHOOL CAPACITY

The shift of all 6th, 7th, and 8th graders into the middle schools will permit the reorganization of the

elementary schools as K-5 institutions. This will result -- at the least -- in the relief of any overcrowding in the elementary schools. (This may be seen from the fact that in 1972-73 there were 2,376 7th and 8th graders and 4,473 6th graders in Boston's elementary schools.) Moreover, such a reduction in the number of elementary pupils might well permit the closing of a number of old and obsolete schools and even perhaps the conversion of suitable structures to middle schools.

III. FINAL OBSERVATIONS

This study has concluded that Boston could be faced with a need for over 7,000 additional high school seats by 1980. This does not mean that we should at once commit ourselves to a program of construction to provide all these additional seats.

It must be emphasized once more that this projected major increase in capacity is not due primarily to an increase in grade 9-12 population (I have projected an increase of only about 2300 pupils in these grades by 1980). Rather, it is due to an assumption that between now and 1980 action will be taken to effect the following changes:

1. the shift of all 9th graders into the high schools
2. the abandonment of several existing high schools (see Appendix B)

3. the rehabilitation and modernization of those high schools which will be retained (see Appendix C)

Even if no action is taken with respect to these three proposed changes, the city will still have a need for the planned high schools listed in Appendix B. And to the extent that any part of the changes are actually implemented, further high school space will have to be provided.

In all of the preceding I have been dealing with the issue of the need for new educational facilities on a facts-and-figures basis. But I must emphasize that there is a qualitative aspect to the question also. In other words, even if school enrollments were falling sharply, one might still argue the need for the replacement of old and obsolete school buildings on educational grounds alone.

In particular, I would not want this document to be misinterpreted as arguing against additional construction of new intermediate or elementary schools. I have shown that the implementation of the K-5, 6-8, 9-12 grade reorganization depends on the creation of adequate space at the high school level. For this reason, it may make good sense to give high school construction an overall priority. But this does not mean that the need for providing up-to-date educational environments at the intermediate and elementary levels should be neglected.

One further note: the Educational Planning Center has pointed out that the Collins Report -- which was referred to in the section of the study dealing with population

projections -- contains an error which has resulted in a higher projected 1979 public school grade 7-12 population than should have been the case. However, this does not affect my own projections, since they were not dependent on the Collins figures. If Collins's calculations are wrong, this in no way affects the validity of the reasons (shown on pages 38 - 39 of the section dealing with population projections) which I have given for regarding his figures as an underestimate of the 1979 secondary school population.

APPENDIX A (1)

BOSTON HIGH SCHOOLS: GRADES ASSIGNED AND LOCATIONS

HIGH SCHOOLS ENROLLING GRADES 7-12	LOCATION
1. Girls Latin School	Dorchester
2. Public Latin School	Fenway
HIGH SCHOOLS ENROLLING GRADES 9-12	
1. Jeremiah E. Burke High	Dorchester
2. East Boston High	East Boston
3. English High	Fenway
4. Girls High	Roxbury
5. Jamaica Plain High	Jamaica Plain
6. South Boston High	South Boston
7. Technical High	Roxbury
8. Trade High (Boys)	Mission Hill
9. Trade High (Girls)*	Fenway
10. Boston High (Work-Study)	Back Bay
11. Copley Square High	Back Bay
HIGH SCHOOLS ENROLLING GRADES 10-12	
1. Brighton High	Brighton
2. Charlestown High	Charlestown
3. Dorchester High	Dorchester
4. Hyde Park High	Hyde Park
5. Roslindale High	Roslindale

* Closed in June, 1973

APPENDIX A (2)

BOSTON INTERMEDIATE SCHOOLS: GRADES ASSIGNED AND LOCATIONS

MIDDLE SCHOOLS (GRADES 6-8)	LOCATION
1. Martin Luther King Jr.	Roxbury
2. Lewis	Roxbury
3. John W. McCormack	Columbia Point
4. Frank V. Thompson	Dorchester

JUNIOR HIGH SCHOOLS (GRADES 7-9)	
1. Joseph H. Barnes	East Boston
2. Grover Cleveland	Dorchester
3. Mary E. Curley	Jamaica Plain
4. Thomas A. Edison	Brighton
5. Clarence R. Edwards	Charlestown
6. Patrick F. Gavin	South Boston
7. Oliver W. Holmes	Dorchester
8. Washington Irving	Roslindale
9. Solomon Lewensberg	Mattapan
10. William B. Rogers	Hyde Park
12. Robert G. Shaw	West Roxbury
13. William H. Taft	Brighton
14. James P. Timilty	Roxbury
15. Woodrow Wilson	Dorchester

APPENDIX A (3)

ELEMENTARY SCHOOLS WHICH INCLUDE GRADE 7,8, AND 9 PUPILS

SCHOOL	LOCATION
1. Abraham Lincoln	South End
2. Blackington (Cheverus District)	East Boston
3. Dearborn	Roxbury
4. Francis Parkman	Jamaica Plain
5. Maurice J. Tobin	Roxbury
6. Prince	Back Bay
7. Charles E. Mackey	South End
8. Donald McKay	East Boston
9. William E. Russell	Dorchester
10. William Lloyd Garrison	Roxbury

APPENDIX B

I. HIGH SCHOOLS TO BE CLOSED DURING 1970's

SCHOOL	ENROLLMENT, OCTOBER, 1972
Girls Trade*	377
English High**	1,196
Boston High*	636
Charlestown High	1,038
Girls Latin	1,190
Jamaica Plain High	659
Trade High (Boys)	755
Girls High	423
TOTAL ENROLLMENT	6,274

II. PLANNED CONSTRUCTION OF NEW HIGH SCHOOLS

SCHOOL	PLANNED CAPACITY
Occupational Resource Center	1,800
Madison Park Phase I	2,500
New English High**	2,200
New Charlestown High	1,000
Southwest High	1,200
TOTAL PLANNED CAPACITY	8,700

* Closed June, 1973

** Old building abandoned June, 1973. New building ready for occupancy September, 1973.

*** To be moved from current rented quarters when alternative facilities are available.

APPENDIX C

ENROLLMENT AND PLANNED CAPACITIES
OF HIGH SCHOOLS TO BE RETAINED

SCHOOL	PLANNED CAPACITY	OCTOBER 1972 ENROLLMENT
Brighton High	1,000	1,393
Copley Square High	350	513
Dorchester High	900*	1,643
East Boston High	1,300	1,383
Hyde Park High	1,100	1,741
Jeremiah E. Burke High	950	1,016
Public Latin School	1,800	1,938
Roslindale High	800	1,498
South Boston High	1,350**	2,185
Technical High	1,700	1,936
	11,250	15,246

* Assumes that temporary annex adjacent to school, as well as the Henry Pierce building, will not be a permanent part of the school.

** Includes the renovated "L" Street Bathhouse annex, which it is assumed will be used indefinitely.

NOTE: The term "Planned Capacity" refers to the capacity each school will have after it has undergone some essential rehabilitation and modernization (see text).

APPENDIX D

ENROLLMENTS AND CAPACITIES
(INCLUDING PLANNED CAPACITY)
OF JUNIOR HIGH AND MIDDLE SCHOOLS

SCHOOL	1972-1973 ENROLLMENT	CAPACITY (Per EPC)
1. Joseph H. Barnes Jr. High	688	1,000*
2. Grover Cleveland Jr. High	1,189	1,300**
3. Mary E. Curley Jr. High	1,019	1,082
4. Thomas A. Edison Jr. High	638	780
5. Clarence R. Edwards Jr. High	618	670
6. Patrick F. Gavin Jr. High	1,453	1,128
7. Oliver Wendell Holmes Jr. High	747	588
8. Washington Irving Jr. High	1,232	1,230
9. Solomon Lewenberg Jr. High	804	901
10. Michelangelo Jr. High	192	334
11. William Barton Rogers Jr. High	1,188	1,128
12. Robert G. Shaw Jr. High	792	850
13. William H. Taft Jr. High	513	540
14. James P. Timilty Jr. High	649	642
15. Woodrow Wilson Jr. High	997	1,068
16. Martin Luther King Middle School	682	1,010
17. John W. McCormack Middle School	327	892
18. Frank V. Thompson Middle School	616	774
19. Lewis Jr. High	409	486
20. Carter Middle School (planned)	-	700
TOTALS	14,958	17,103

* Planned capacity of Barnes replacement
** Planned capacity after completion of renovation and addition

C. Pilot Project Proposals

1. CASES
2. Theatre in the Schools
3. WALLOP

Pilot Project Proposals

A Preface

The Committee on the Use of the City's Resources tried to carry out its responsibilities by demonstrating the substance of its considerations with actual programs developed to test specific ideas. Each pilot project is concerned with several issues among which are:

- the possible role of Boston's business, cultural and educational institutions in secondary education
- the development of city-wide resource centers
- the use of businesses, cultural institutions, colleges and universities as city-wide resource centers
- the possibility of establishing city-suburban programs
- alternative scheduling patterns
- expanding the boundaries of the schoolhouse
- expanding the options available to teachers and students
- the reduction of minority group isolation

The three following proposals were submitted to the Metropolitan Planning Project for funding. Theatre in the Schools and CASES have already received financial support and should be in operation by mid-March, 1974. WALLOP is still being considered for funding by Metropolitan Planning Project and also by two other agencies. The members of the Resource Committee were particularly instrumental in the development of the proposals: Leticia Wilson, Alexandrina Young, James Case, David Powell, Vernon Sport, Esther Williams, Richard Mertens,

David Rockefeller and Elisabeth Cody. However, the Proposals were a cooperative venture involving contributions from many people: Charles Leftwich, Bernard Shulman, John McGourty, Dr. Robert Buck, Dr. William Reid, Douglas Foster, Edward Davis, James Doherty, Christopher Lane, John Yurewicz, James Buckley, Charles Ray, Dr. John Tyrell, Dr. John Kelly, Jerry Ready, Maureen Oates, Andrea Womack, Carolyn Pickman, Gus Johnson, Cathi Frasier, the Theatre Company of Boston, Warren Little, John Drabik, Charles Roth, Russell Silva, Vernon Skipper, Alford Peckam, Jane Morgenstern, Marilyn Carrington, Thomas Johnson, the Lincoln-Sudbury, Lexington, Watertown, Brookline, Boston School Department, the Boston Home and School Association, the Boston Student Advisory Council, and the Boston School Committee.

CASES

(Cases and Studies of Economic Situations)

CASES

(Cases and Studies of Economic Situations)

A Proposal

Submitted to: The Metropolitan Planning Project

Forbes Bottomly
Executive Director
55 Chapel Street
Newton, Massachusetts 02160

Submitted by: The Business History and Economic Life Program

219CU, College of Education
Northeastern University
Boston, Massachusetts 02115

and

Lexington School Department
1557 Massachusetts Avenue
Lexington, Massachusetts 02173

In cooperation with: The Boston Commission on Secondary Education
54 Lewis Wharf
Boston, Massachusetts 02110

December 14, 1973

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APPLICATION FORM

Name of Project: CASES (Cases and Studies of Economic Situations)

Applicant Agency: Business History and Economic Life Program (B-Help) (In cooperation with the National Alliance of Businessmen, the Federal Reserve Bank, the Lexington School Department, the Boston School Department, the Boston Commission on Secondary Education)

Address: 219 CU, College of Education
Northeastern University
Boston, Massachusetts 02115

Name of Contact Person: Dr. Paul Tedesco

Telephone: 437-3302

Cooperating District Information:

1. District I

   Boston School Department

   15 Beacon Street

   Boston, Massachusetts 02108

   Superintendent of Schools: Dr. William J. Leary
   Telephone: 742-7400

2. District II

   Lexington School Department

   1557 Massachusetts Avenue

   Lexington, Massachusetts 02173

   Superintendent of Schools: Dr. Rudolph J. Fobert
   Telephone: 862-7500

AN ABSTRACT

Cases
(Cases and Studies of Economic Situations)

Participating Schools: English High School (urban)
Jeremiah E. Burke High School (urban)
Lexington Senior High School (suburban)

Number of Student Participants: Fifty (50)

Number of Staff: 1 Project Advisor
2 Full-time Teacher/Coordinators
1 Evaluator

Location of Classes: Home base classes will be held at Simmons College. Metropolitan Boston Business, commercial, governmental and educational institutions will provide locations for extensive site visits.

In conjunction with the National Alliance of Businessmen, the Federal Reserve Bank, and the Lexington and Boston School Departments, B-Help (Business History and Economic Life Program, a nonprofit educational corporation) proposes to initiate a planning process and a pilot course designed to provide a positive integrated education within the larger context of responding to the special needs of high school students. The basic purpose of the planning and pilot project would be to provide an approach to the reduction of minority group isolation in the Metropolitan Boston area by working within the larger framework of providing a stimulating learning environment.

The program will be directed toward a high school student's need to understand basic principles of economics

and the way those principles operate in and affect society. This need will be coupled with the myriad or resources available in Greater Metropolitan Boston. The community will become the classroom and site visits to farms, small businesses, educational institutions, banks, electronic firms, etc., will be developed to introduce students to different viewpoints and relationships which influence economic history.

Students from participating high schools will be introduced to the "case study" method of teaching and learning by selected teachers and personnel from B-Help. B-Help has pioneered the thrust of this curriculum design since 1961 and has been involved with major universities and businesses in developing ways of increasing economic understanding by close and personal investigation of businesses and their economic history.

Students will have opportunities to work in racially, ethnically, and economically mixed task groups and to collect data through interviews, on-site visits and research which will contribute to the development or original, written case studies. Students would be encouraged to design their own cases from their own cultural, racial and ethnic experiences and observations. The cases developed by teachers and students would form the core of an economics curriculum which could be introduced through other classes (history, mathematics) and could be

expanded into more advanced courses. Tangentially, the Youth Motivation Group (from the National Alliance of Businessmen) would provide special career counselling and a comprehensive program directly relating to the Cases curriculum and which will emphasize the "world of work."

Students will be expected to be in the program from 12:30 to 2:30 each afternoon Monday through Friday from March through June. Students would receive full academic credit from their home high schools.

200.0 Agency Eligibility

The Business History and Economic Life Program will accept and administer the funds requested in this proposal. Attached is a "Statement of Assurances" and incorporation papers verifying the nonprofit educational status of B-Help.

210.0 Type of Contracted Services: Group B - Planning and Pilot

220.0 Total Cost of Project: $36.371.25

Total Amount Requested: $28,371.25

230.0 Citizen Participation

Through the Boston Commission on Secondary Education, respresentatives of the Cases course have begun a process which will ensure student,parent and teacher participation in the planning, development and dissemination of this project. The Boston Commission on Secondary Education is a broadly based community organization composed of individuals representing a variety of people and institutions: the Boston School Department, the Mayor's Office; teachers; parents; students; the Metropolitan Cultural Alliance; colleges and universities; the Chamber of Commerce; the Model Cities Administration; the National Association for the Advancement of Colored People, etc. Meetings have already taken place with the city-wide Boston Home and School Association and the city-wide Boston Student Advisory Council. Richard Barnes and faculty from the Lexington School Department have been consulted and are eager to assist in identifying a Lexington teacher and Lexington students to participate in Cases. Students from the Jeremiah E. Burke High School have been consulted and have provided assurance that Cases is the kind of course in which they would like to participate. The head of the Boston Business Department,

230.0 Citizen Participation (cont.)

Dr. Robert Buck has proviced direction and support for this project and Charles Leftwich, Association Superintendent for Planning in Boston, has cooperated in the development of this proposal from its inception. The Flexible Campus coordinators at English High School and the Jeremiah E. Burke High School (Christopher Lane and Letitia Wilson) have approved of the concepts inherent in the Cases course and have agreed to assist in recruiting and scheduling students who choose to participate in this program.

Parent, Student, Teacher Advisory Council

A permanent Advisory Council will be established in January as part of the Cases planning process. The two teachers involved, student representatives and parents of students from the three participating schools will assess the needs to be addressed by this program. The specific content and direction of this course should be established by the people who are directly involved in making the program work.

It is essential for the teachers coordinating this course to be intimately involved with its total design and development. It is essential for students to be able to contribute ideas about the kinds of cases they should write and the kinds of cases their teachers

230.0 Citizen Participation (Cont.)

should develop.

240.0 Equal Employment Opportunity

Cases is committed to the inclusion of minority group persons in staff and consultant positions. Minority group consultants have already been identified and every effort will be made to employ a minority group teacher/ coordinator.

310.0 General Objectives

1) To reduce minority group isolation in identified secondary schools in the Metropolitan Boston area during the operation of this program.

Proposed Activities: Recruit minority group participants from isolated urban schools (at least 50% of the participants).

In order to reduce minority group isolation, people must be brought together. If the coming together is to be a positive experience, one from which friendships and the sharing of ideas can develop, that experience must provide an environment and activities which are valuable in and of themselves. Students must discover something they find worthwhile and engaging at the end of the bus ride.

This program proposes to establish a sound, innovative, educational experience that will bring students and

310.0 General Objectives (Cont.)

teachers together because they want to participate in a program of instruction. The students and teachers participating in Cases will be from diverse racial, social, and economic backgrounds. The design of this course will provide them with common experiences which they can share and an opportunity to assimilate their different points of view and backgrounds in order to solve problems.

Date Begun: January 1, 1974
Date Completed: June 30, 1974

2) To involve minority group people in the planning and piloting of this project.

Proposed Activities: Recruit minority group teachers and consultants. Include minority group parents and students in the planning process.

Date Begun: January 1, 1974
Date Completed: June 30, 1974

3) To provide the students participating in Cases with a rich learning environment which will take advantage of and provide students with an opportunity to learn in industrial, commercial, and community settings.

Proposed Activities: Exposure to a wide array of personnel and community institutions.

The essence of this program depends upon increasing minority and non-minority group interaction by bringing

310.0 General Objectives (Cont.)

teachers and students together in an alternative environment which will provide the participants with common, shared experiences. From these shared experiences, students will not only begin to develop an awareness of how economics, history and society are inseparable, but how they themselves must work together to solve the problems introduced by case method situations. The resources available in the Boston Metropolitan area are vast. The business community is eager to cooperate with this program. Through the National Alliance of Businessmen, we have commitments from an almost inexhaustible list of business and commercial concerns. Through B-Help we have the cooperation of: General Motors (Framingham), Digital Computers (Maynard), Mitre (Bedford), First National Computer (South Boston), South Middlesex News (Framingham), General Dynamics (Quincy), State Street Bank (Boston), Bounty Management (Boston), Mitchell Allen Caterers (Boston).

Through site visits students will be introduced to a wide range of concepts: the complicated interrelationships among businesses, government and consumers; the principles of supply and demand within an historical context; the accumulation of capital over a period of time; the economics of poverty; the economics of "hustling."

310.0 General Objectives (Cont.)

Date Begun: March 1, 1974
Date Completed: June 21, 1974

310.1 Specific Objectives

1) To provide the participating students with an interdisciplinary approach to the teaching and learning of economic history and the principles of applied economics.

310.2 Proposed Activities

1) Economics, if introduced at all, is usually presented to secondary students in isolation from English, history, and mathematics. This often occurs because of the "regularities" of the school rather than the needs of the student. New approaches to teaching these subjects have been developed and tested. One such experiemental approach to the teaching and learning of economics and history has been pioneered by B-Help, the Business History and Economic Life Program. Since 1960, when the initial thrust of the experiment took shape in the Harvard-Newton summer school program, the program has influenced the teaching and learning styles of a great many teachers and students. Essentially, the B-Help philosophy is to provide insight into the operating principles of economics and history by having students and teachers perceive business firms, communities, and other

310.2 Proposed Activities (Cont.)

organizations as case studies. By using this perspective, one avoids a typical, sterile classroom presentation. Our program is designed to allow participants to experience this "world outside" and to bring their perceptions back to their group to work over their questions, problems and interests. An exercise in heuristics results which stimulates ancillary involvements in the academic disciplines of English, mathematics and history.

Date Begun: March 1, 1974
Date Completed: June 21, 1974

310.1 Specific Objectives

2) To maximize the interaction of the Cases participants (students who have different racial, cultural and economic histories) by placing them in task groups which will work together to investigate and to solve problems introduced by the case method of study.

310.2 Proposed Activities

2) The open systems theory postulates that if social systems are to survive, they should interact with their environment. Groups are social systems. They have components which interact with the outside environment and among themselves. Given that cohesion develops within cooperative goal oriented groups, the cohesion draws members together. This is an anticipated outcome

310.2 Proposed Activities (Cont.)

of this proposal: that as participants draw closer together, they will develop an appreciation of individuals and groups who come from racial or social or ethnic groups different from their own.

Task groups will be organized around student interest in available resources. We anticipate that several groups will function simultaneously in the investigation of a firm, organization, or community. This investigation will include data collection, interviews, on-site visits, brief internships, research, surveys, and observations. Each group will be responsible for actually creating at least one case study. Responsibilities will be shared within the groups.

Date Begun: February 15, 1974
Date Completed: June 30, 1974

310.1 Specific Objectives

3) To increase each participating student's understanding of economic terms and concepts through task group problem solving experiences and by increasing each individual's interaction with personnel from industrial, commercial and community organizations.

310.2 Proposed Activities

3) The natural need for information about the business or other organization being studied will unquestionably

310.2 Proposed Activities (Cont)

3) give rise to searches for answers. These answers will be reflected in the structure of the final case studies that will be produced and will be measurable in terms of the logic of the thread of the story, the arrangement of supporting evidence and the frequency with which judgmental behaviors of students are exhibited within each text. An increase in economic understanding will take place in participants as a result of participation in the investigation, data collection and organizing of the case studies.

Date Begun: March 1, 1974
Date Completed: June 21, 1974

310.1 Specific Objectives

4) To increase each participating student's interest in and awareness of career possibilities through the National Alliance of Businessmen's "Youth Motivation Group" program.

310.2 Proposed Activities

4) Boston Youth Motivation, Incorporated, an affiliate of the National Alliance of Businessmen, will be presenting a comprehensive program to the students participating in Cases centering around the "World of Work."

We feel that today's youth have more occupational choices available to them than ever before. As these choices increase in number, the problems of making

310.2 Proposed Activities (Cont.)

reasoned choices become more and more complex. This idea, coupled with the fact that the job market has become more competitive in terms of selecting the right person for the right job, necessitates programs such as this one.

Many employers have become more meticulous in their employment practices and their screening procedures are quite sophisticated, purposely, so that they hire only those applicants who can adequately project themselves into the firm's operation.

It is Boston Youth Motivation's hope that we can get this most important message across to the Cases participants. Further, it is our firm belief that whether or not an individual goes on to college, he or she should have not only a marketable skill but also a general knowledge of employment practices.

This leads into the objectives of the Boston Youth Motivation program which will be tailored to the needs of the students who choose to participate in Cases.

a. To provide students with an increased awareness of the private and public sector career opportunities.

b. To make available to the students data regarding employment practices relative to interviewing techniques, job requirements, employee evaluation, career ladder.

310.2 Proposed Activities (Cont.)

c. To use face-to-face contact with students as a motivational technique in urging them to finish high school.

d. To explain the kind of jobs that are being performed by people in the participating agencies.

e. To demonstrate the need for students to begin to start making realistic career decisions.

f. To encourage an expanded dialogue and a more harmonious relationship between students and business representatives.

g. To familiarize students with the occupational profiles of business, government, and industry.

Date Begun: Second week of program operation.
Date Completed: As decided by the teachers and students planning the course.

310.1 Specific Objectives

5) To provide empirical evidence of the feasibility of this program as a means of reducing racial isolation and of increasing a student's understanding of economics. To develop each student's ability to read and write through the use of prepared cases and through the creation of original cases.

310.2 Proposed Activities

This program will be evaluated in several ways (see p. 103, Evaluation Plan 390.0). The program will provide

310.2 Proposed Activities (Cont.)

general data as to the feedback from staff about affective results. It will also provide a specific kind of data: the percentage of increase between pre and post testing and the specific behavioral changes that occurred as a result of the particpation in the program. Such data will be available for dissemination.

Date Begun: February 15, 1974
Date Completed: June 30, 1974

310.1 Specific Objectives

6) To provide a workable curriculum design model which can be shared with other schools and school systems.

310.2 Proposed Activities

6) The final design of the program will provide a workable model for other schools to build from. Cases developed by participating teachers and students will be available for dissemination.

320.00 Staff Information

1. Dr. Paul Tedesco: Project Advisor
2. Vernon Skipper: Consultant
3. Thomas Johnson: Evaluator
4. Teacher from the Boston School Department (to be identified)
5. Teacher from the Lexington School Department (to be identified)
6. Consultants (to be identified as the need for specific expertise arises)
7. Secretary/Bookkeeper (to be identified)

330.0 Student Population

Total populations of participating schools

School District I Name Boston School Department

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. (850 students) English High School 1	138	11.5	968	80.9	53	4.4	37	3.1	1	.1
B. (1345 students) Jeremiah E. Burke 2	10	.7	1,275	94.8	52	3.9	6	.4	2	.1
C.										
D.										
E.										

1. figures obtained from Christopher Lane, English High School Flexible Campus Coordinator
2. Boston School Department data as of November 27, 1973

School District II Name Lexington School Department

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. (2221 students) Senior High School 1	2169	97.6	37	1.7	0	0	15	.7	0	0
B.										
C.										
D.										
E.										

1. Lincoln Data Processing Center

330.0 Student Population

Anticipated Project Population by Participating Schools

School District I Name Boston School Department

Name of School	non Minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. English High School			15	100						
B. Jeremiah E. Burke			15	100						
C.										
D.										
E.										

School District II Name Lexington School Department

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. Senior High School	20	100								
B.										
C.										
D.										
E.										

330.1 Student Isolation

The students who will participate in Cases will be from three schools: the Jeremiah E. Burke High School (urban), English High School (urban) and Lexington Senior High School (suburban). The population data on page 92 indicate the extent of the racial isolation inherent in the composition of each student body. Students will be recruited voluntarily from the three schools in such proportions that racially and sexually balanced classes (English is predominantly male and the Burke is predominatly female) will be ensured.

330.2 This project will include students from urban and suburban school districts in the March 1, 1974 through June 21, 1974 pilot project. Plans will be made to include students from more rural areas during the 1974-1975 shcool year.

340.0 The project is interdistrict.

350.0 - 350.1

Educational Quality Factors

Cases represents a fresh approach to teaching history and economics. The metropolitan Boston area becomes a laboratory of possible cases which can be explored in depth by students to demonstrate how history and economics are intertwined. It is a way of bringing energy and meaning, and creativity, to ideas which usually remain flat and impersonal in classrooms and textbooks.

Educational Qualtiy Factors (Cont.)

Cases should enable students to develop an awareness of themselves and their relationship to society by understanding how different neighborhoods, businesses, life styles and social structures relate to and influence each other. An individual's control of his destiny depends upon his understanding of the forces which function within a society. By understanding the economics of poverty, one can learn to break the chain of poverty. By understanding the history of labor unions, one can understand the struggle between labor and management. By understanding the sterotypes which operate against women and minority groups, one can prepare oneself to operate more effectively in the labor market. By understanding the market mechanisms, one can become an informed consumer.

The case method itself will expose students to the way the decision-making process develops and will demonstrate that they themselves can become decision-makers. By having students work on solving case problems and developing their own case situations, students will have an opportunity to work with each other over a long period of time and thus be able to build substantial relationships based on a need to communicate ideas of

Educational Quality Factors (Cont.)

mutual interest and concern. The cases students prepare will demonstrate how they have been able to assimilate and communicate in written form basic principles of economics and trends in history. The material available for case development and analysis is inexhaustible. Cases can accommodate a vast range of interests: how to buy a car; how to buy an engagement ring; how to read a lease; why shipping has declined in Boston; why so many engineers are out of work; analyzing the feasibility of building an in-town new town along the Southwest Corridor. Cases will encourage students to understand how their individual and collective communities operate.

350.2 Plan for Attracting Students on a Voluntary Basis

The plan for attracting students on a voluntary basis will be designed by the teachers who will introduce the course. It is quite likely that the teachers involved may recruit students by presenting sample cases and demonstration classes to history or math classes at the selected schools (English High School, Jeremiah E. Burke, Lexington Senior High School).

Since most students have a very limited understanding of economics, the presentations will introduce students to the exciting possibilities for investigation.

350.3 Cases depends upon a student learning to use, to explore and to understand the resources in his own immediate community and in his neighboring communities. See page 77 for an indication of numerous resources which will be drawn upon. Furthermore, the cultural heritage of the numerous minority groups in the Boston area is a basic part of the urban and suburban historical and economic development. The area is rich in cultural, racial and ethnic diversity. This diversity is part of the history and economics of the Boston area and will provide a basic focus in the introduction and development of case materials.

350.4 - 350.5 :

Replicability

The primary aim of the planning portion of this proposal is to develop pricisely those ways in which this program can be replicated in two ways for the September, 1974 academic year.

1. How it can become an integral and integrated part of the normal school curriculum within the Boston and suburban school districts, with students receiving full academic credit just as they would for English, social studies, science or math.

2. How this program using resources outside the school

Replicability (Cont.)

can be operated within the normal (i.e., existing) school system budgets.

In order to establish this kind of replicability, we propose to work primarily within the existing staff allocations of the participating schools, using either staff or the existing slots for teachers if and when vacancies occur. An in-service teacher preparation program will be devised by the teacher/coordinators. The teacher/coordinator will begin to introduce the case study method to interested teachers during the months of May and June.

Cases essentially involves the voluntary redeployment of faculty from their present positions in schools and classrooms. What is also involved is scheduling by March, 1974 for September, 1974, those students who select this course option. Twenty-five students from each participating high school who select the Cases course would be formed into double, two-period classes every afternoon during the final two periods of the day. Thus, for each of the double classes of twenty-five students, the time of a teacher is legitimately warranted on the basis of existing student/teacher ratios.

Although this arrangement does not solve all of the financial problems (such as transportation; staff and

350.4 - 350.5

Replicability (Cont.)

curriculum development; and the time of institution staff members), the basic cost of teacher time is handled. Part of the overall planning process will be to refine this system further and to explore possible ways of handling those other costs.

360.00 Eligible Activities

Contracts will support staff and consultants in the planning of a learning environment; in the preparation of appropriate teaching materials; and in the implementation of the proposed pilot.

370.0, 370.2

Timetable

The timetable is appended.

370.0, 370.3 Timetable

Activity	Jan.	Feb.	March	April	May	June
1. Identify two teacher/coordinators	✓					
2. Creation of Parent, Student, Teacher Advisory Council	✓					
3. Meetings of Advisory Council	✓	→	→	→	→	→
4. Identify fifty student participants	✓	→				
5. Identify consultants	✓					
6. Planning of curriculum	✓	→	→	→	→	→
7. Planning and preparation of case material	✓	→	→	→	→	→
8. Planning and arrangement of site visits	✓	→	→	→	→	→
9. Transportation contracts	✓	→				
10. Formal beginning of classes			✓			
11. Youth Motivation Group Counselling Program			✓	→	→	→
12. In-service training of teachers in other schools				✓	→	→
13. Planning for replicability	✓	→	→	→	→	→
14. Dissemination of student/teacher case materials						✓
15. Evaluation	✓	→	→	→	→	→
16. Evaluation reports		✓		✓		✓

380.00 Budget

Personnel

Dr. Paul Tedesco; Project Advisor 15 days (4 days in Jan.; 3 days in Feb.; 2 days in Mar.; 2 days in Apr.; 2 days in May; and 2 days in June) @ $150/day	2250
To be identified; Teacher/Coordinator 6 months/full time provisional teacher's pay; Jan. 1 - June 21, 1974 ($1300/month)	7800
To be identified; Teacher/Coordinator 6 months/full time substitute's pay for 108 days @ $31.50/day	3400
Vernon Skipper; Career Development Consultant National Alliance of Businessmen; 5 sessions, 1/2 day duration, @ $150/day (March)	375
To be identified; General Consultant Help (case writers, economists, aides); 8 days @ $75/day (2 days in Jan.; 2 days in Feb.; 2 days in Mar.; 1 day in Apr.; and 1 day in May)	600
To be identified; Bookkeeper/Secretary 6 months @ 2/5 time ($325/month)	1250
Thomas Johnson; Evaluator	2500
Total Salaries	18,175.00
Benefits @ 15% ($466.70/month)	2,726.25
	20,901.25

Supplies and Materials (Office supplies, postage) ($41.60/month)	$250.00
Office Telephone ($33.33/month	200.00
Printing ($83.33/month)	500.00
	$950.00

380.0 Budget (cont.)

Staff Travel Cost

1,000 miles @ $.09 a mile ($15/month)	$ 90.00

Student Travel Cost

Daily bus transportation from Lexington to Simmons College (March 1 - June 21, 1974, $1,127.50/month)	4,510.00
Student Subway ($205/month, March-June)	820.00
Out of Boston Site Visits @ 10 ($275/month, March - June 1)	1,100.00
Total Transportation	$ 6,520.00
Total Expense Budget	$28,371.25

In-Kind Contributions

Classroom Space	Simmons College	$ 2,500.00
Staff Time	NAB Youth Motivation Group Program	1,000.00
Office Space	Northeastern	1,250.00
Staff Time	Boston Commission on Secondary Education	
Staff Time	Boston and Lexington School Departments	
Staff Time	Business, Industry, Institution Site Visits	
Printing Costs Staff Time	Federal Reserve Bank	1,000.00
Equivalent of 15 consulting days @ $150/day		2,250.00

Monthly Expenditures	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
Project Funds	3,361.34	3,719.34	5,351.34	5,[illegible]1.34	5,101.51	5,046.84	28,371.25
Other Funds	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	8,000.00
TOTALS	5,294.67	5,053.67	6,685.17	6,433.17	6,434.17	6,380.17	36,371.25

380.0 Budget (Group B)

To attempt to divide this budget into two discrete parts called "planning" and implementation" is a rather awkward exercise. Planning will take place every day of the program. Preparation of materials will take place very day of the program.

However, in the monthly expenditures detailed on page 102, money designated for January and February is exclusively for the planning and preparation of materials and activities which will take place from March through June.

390.0 Evaluation Plan

The general purpose of this program is to reduce racial isolation while increasing a student's awareness and understanding of economics. To evaluate these goals and their progress during the life of the program, the following evaluation program will be employed:

I. Pre-testing/Post-testing:

A. Economic Understanding - The Test of Understanding Economic Concepts (TUCE) will be administered before and after the program to all participating students. The two scores will be compared to determine differences in results.

B. Elimination of Racial Isolation - The authors view their strategy for reaching this goal as an inverse relationship between racial isolation

and interaction between inter-racial participants (i.e., as inter-racial interaction increases, racial isolation decreases). The evaluator accepts this and will measure the interaction between individuals of different identifiable ethnic groups during the progress of the program. The base-line data (pre-test) will be taken during observations early in the program. Data will be recorded on video-taping equipment. The evaluator will count the number of minority and non-minority group interactions (verbal transactions) per group. In addition, voluntary seating arrangements will be observed and data collected. Verbal responses to inter-racial transactions will be randomly sampled from the tapes and placed on locally developed empathy scales ranging from hostility to extreme friendliness on a seven-point scale. Results will be studied for an analysis of behavioral change, over time.

Other data will be accumulated from a questionnaire which will be developed before the inception of the program and personal interviews. This information will provide base-line data for comparison with post-test and observed data collected by teachers and consultants to the evaluator, e.g., personal, family and job history; attitudes;

390.0 Evaluation Plan (Cont.)

responses to the overall program; and feedback.

II. Specific Objectives and Evaluation

A. Each of the specific objectives have been stated in evaluation terms. These statements are measurable and will be assessed as part of the evaluation plan. (See 310.1-310.2, page 84.)

B. The evaluator will provide the following services:

1. Provide tests (TUCE) to the director for administration before the second week of the program and score the completed tests. Within two weeks, he/she will meet with the director to discuss the results of the test. At the end of the program, the evaluator will give sufficient tests to the director for post-testing during the last two weeks of the program. The completed tests will be scored by the evaluator within one month of program completion.

2. Inform the director of the dates and sessions which should be video-taped for evaluation purposes. The director will make arrangements for equipment, film and related equipment, as well as necessary personnel to

operate the equipment. Video-taped sessions should be attended by both evaluator and director. Tapes of sessions should be secured by the director, but made available at the request of the evaluator.

Note: No showings of these tapes will be authorized for any reason except evaluation by the evaluator or as feedback material to the group that was filmed.

Process Consultation: The evaluator will provide process consultation service to the staff meetings and group meetings. He/she should be available for one day each week to sit in at meetings and to assist in clarification of goals and processes, provide feedback about the processes, and provide advice about problem areas in program operation and curriculum. These sessions will be taped.

3. Provide judgmental input regarding the effect of the program's influence on the stated goals while the program is operational so that changes and alternatives can be developed while in the process stage.
4. Provide the director and staff with at least two written interim evaluations during the process (25% completed and 60% completed)

at formal meetings with these individuals.

5. The evaluator will periodically interview, at random, members of the various task groups in a uniform way so as to produce feedback data. This data will be accumulated and provided to the director in a timely manner.

6. The evaluator will meet with Metropolitan Planning Project personnel or with participating school system personnel as required.

III. Evaluation Statements Based on Specific Objectives

A. This program will have succeeded as an interdisciplinary program if one or more of the produced case studies includes the following:

Reference to 310.1, 1., pg.84

1. Interdisciplinary (mathematics/economics) materials are used to illustrate concepts expressed with the case.

   Note: If a case involving Black Entrepreneurship via the Unity Bank & Trust included charts, graphs or verbal descriptions of mathematical reasoning at any level.

Reference to 310.1, 1., pg. 84

2. Interdisciplinary (history/economics) if valid historical references, as affirmed by B-Help are included within the framework

310.1, 1.

of cases including economic concept discussion (e.g., if examination of real estate prices in the Back Bay were expressed in terms of the filling-in process).

Reference to 301.1, 1., pg.84

3. The production of grammatically sound (as affirmed by the teachers involved) case studies will provide evidence as to the interdisciplinary validity of economics/English.

Reference to 310.1, 2, pg.85

B. The placement of students into groups and assignment of tasks will provide evidence of "placement into task-oriented groups." The first observed inter-racial interaction during a work session per group as observed and recorded by the evaluator will provide evidence of the completion of #2.

Reference to 310.1, 3., pg.86

C. Students will be required to keep records of their interviews with personnel in the field. Students will be required to periodically submit short papers describing some aspect of their field involvement. The use of one term or phrase in one report indicating an economic concept indigenous to that field setting (or the validation of such knowledge by oral report, the teacher or the evaluator), will, when recorded by the evaluator

III. Evaluation Statements Based on Specific Objectives (Cont.)

310.1, 3 on individual records.

Reference to 310.1, 5., pg. 89

E. The final tabulation of all data and official presentation of the final report to the director will serve as evidence of this goal having been met.

Reference to 310.1, 6., pg. 90

F. The ultimate development of an experimental model accepted and implemented jointly by two cooperating school systems in the Greater Boston or other metropolitan areas anywhere in the country will provide evidence of this goal's completion.

Miscellaneous:

All students will be required to submit periodic written feedback information to provide input for process evaluation.

All teachers will maintain attendance and other routine information regarding formal and informal evaluations of students. These data will be available to the evaluator.

Both written work and attendance information will be used as input in process evaluation.

Individual evaluation of students will be negotiated. "Receive Credit," "Not Receive Credit" are acceptable objective outcomes which are measurable for evaluation purposes.

Theatre in the Schools

THEATRE IN THE SCHOOLS

A Proposal

Submitted to: The Metropolitan Planning Project

Forbes Bottomly
Executive Director
55 Chapel Street
Newton, Massachusetts 02160

Submitted by: Lincoln-Sudbury Regional High School
390 Lincoln Road
Sudbury, Massachusetts 01776

and

Theatre Company of Boston
551 Tremont Street
Boston, Massachusetts 02116

In cooperation with:

The Boston Commission on Secondary Education
54 Lewis Wharf
Boston, Massachusetts 02110

December 14, 1973

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APPLICATION FORM

Name of Project THEATRE IN THE SCHOOLS

Type of contracted services -- group A _____

group B _____

group C * Immediate Pilot Project

Total cost of project $71,849.00

Total amount requested $63,851.00

Name of applicant agency Lincoln-Sudbury Regional High School in cooperation with the Theatre Company of Boston and the Boston Commission on Secondary Education

Address 390 Lincoln Road (street) Sudbury (city) Massachusetts (state) 01776 (zip)

551 Tremont Street Boston Massachusetts 02116

Name of contact person David Levington (Lincoln-Sudbury) Telephone 1-259-9527

Andrea Womack (Theatre Company of Boston) 423-7193

Cooperating District information:

(Please note -- if more than two districts, please complete additional forms.)

District III	District IV
Watertown School Department	Brookline School Department
Name of School District	Name of School District
30 Common Street, Watertown 02172	333 Washington Street, Brookline 02146
Address of School District	Address of School District
Dr. Daniel G. O'Connor	Dr. Robert I. Sperber
Name of Superintendent of Schools	Name of Superintendent of Schools
932-8880	734-1111
Telephone	Telephone
Signature of Approving Superintendent	Signature of Approving Superintendent

APPLICATION FORM

Name of Project THEATRE IN THE SCHOOLS

Type of contracted services -- group A _____

group B _____

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Address 390 Lincoln Road (street) Sudbury (city) Massachusetts (state) 01776 (zip)
551 Tremont Street Boston Massachusetts 02116

Name of contact person David Levington (Lincoln-Sudbury) Telephone 1-259-9527

Andrea Womack (Theatre Company of Boston) 423-7193

Cooperating District information:

(Please note -- if more than two districts, please complete additional forms.)

District I	District II
Boston School Department	Lincoln-Sudbury Regional High School
Name of School District	Name of School District
15 Beacon Street, Boston 02108	390 Lincoln Road, Sudbury 01776
Address of School District	Address of School District
Dr. William J. Leary	David Levington
Name of Superintendent of Schools	Name of Superintendent of Schools
742-7400	1-259-9527
Telephone	Telephone
William J. Leary	David Levington
Signature of Approving Superintendent	Signature of Approving Superintendent

Part II - An Abstract

THEATRE IN THE SCHOOLS

The Theatre Company of Boston proposes to have its school touring company teach a theatre production course to seventy-five high school students from three suburban schools (Lincoln-Sudbury Regional High School, Brookline High School, Watertown High School) and four urban schools (Brighton High School, South Boston High School, English High School, Girls High School).

The program will be taught at English High School. February 18, 1974 to June 15, 1974, students will meet every afternoon from 12:30 to 2:30 and work together on productions that will be performed in all of the participating schools. They will receive academic credit for this work. The school touring company will recruit these students by performing and giving demonstration workshops to each of the participating schools from January 21, 1974 to February 15, 1974.

The assumption is that theatre training is of educational value to all students and that many students now in public schools have little idea of the contribution they can make through theatre.

The study of dramatic literature and improvisation provides a constructive way of allowing students with different

perspectives to examine and to comment upon pressing questions that are not generally introduced into the classroom. One obvious problem confronting the Metropolitan Boston area is the racial and community isolation which encourages a distorted picture of reality and furthers the creation of destructive self images. In creating a production, successful character study and role creation depend upon the breaking down of these stereotypes.

This pilot project is intended to serve as a model for introducing theatre arts into the school curriculum and for establishing a professional company of actor-teachers supported on a metropolitan basis. A course will be given for teachers on using theatre techniques in the classroom and a planning committee of teachers, administrators, parents and students will examine and determine the feasibility of replicating this project.

Agency Eligibility

Lincoln-Sudbury Regional High School and the Theatre Company of Boston are the applicant agencies. Lincoln-Sudbury Regional High School will accept and administer the money and assume all financial liabilities arising out of any eventual contract of the performance of services thereunder; the Theatre Company of Boston will carry out and supervise the services specified in such contract.

Attached are the following documents:

1. evidence that Lincoln-Sudbury is eligible to receive funds under federal laws and regulations;

2. evidence that the Theatre Company of Boston, Inc. is capable of entering into a contract for the purpose of the contract;

3. evidence that the Theatre Company of Boston possesses the ability to carry out the objectives of a contract;

4. evidence of Lincoln-Sudbury's management and fiscal accountability;

5. evidence that Lincoln-Sudbury is in compliance with federal civil rights legislation;

6. statement of approval by the Board of Trustees of the Theatre Company of Boston, Inc.; and

7. statement of approval by Mr. Levington, Superintendent of Lincoln-Sudbury Regional High School.

210.00 Type of Contractual Services

210.3 Group C

The plan to be implemented starting January 1 will include preparation of production by the school touring company; in-school recruiting; theatre arts course at English High School for seventy-five students; replicability through teacher training and planning for future funding possibilities; and evaluation.

1. Actor/Teacher Preparation

   All actor/teachers will spend two and a half weeks, January 1 to January 18 (full-time), in workshops to unify teaching techniques. Exercises to be done with students will be decided on and they will be rehearsed in these workshops. The actors will then improvise and rehearse a performance to bring to the students as an introduction to theatre.

2. Introduction and Recruiting

   In each school, the company will first perform and then over a period of four weeks (January 21 to February 15) conduct workshops for interested students. This period is crucial for recruiting students; for providing them with basic language of theatre; and for encouraging them to draw on their own unique backgrounds. The students from these schools who are seriously interested in continuing in a theatre program will form the theatre class at English High.

210.3 (cont.)

3. Theatre Arts Course

Three groups of twenty-five students will work on creating original productions over a period of nine weeks (February 25 to May 15), working every afternoon from 12:30 to 2:30. Arrangements with the schools have already been made to have this program be considered as part of each student's curriculum. Full academic credit will be given. During this period, students will not only study acting techniques, they will read plays; discuss relevant experiences and observations of their own; learn production skills involving the integration of costumes, sets and lighting in dramatic presentations; and write and perform their own plays. Interested parents of the students will be able to assist in the pre-performance aspects of production, such as making sets and costumes. The class will work in cooperation with other members of the teaching staff in researching subject matter.

4. Student Performances

The end product of the students' efforts will be presented to all the participating schools for audiences made up of students, parents, and teachers. For each student this will mean performing for strangers as is the case of the professional actor. These performances will also be an introductory theatre experience for many members of the audience. Parents will be able to view the product of their children's work. Other students will be encouraged

210.3 (cont.)

to investigate the possibilities of a theatre arts program for themselves.

5. Post-Production Classes

The production period is designed as a nine-week segment so that performances can be presented in the beginning of May before seniors leave school. For younger students, the remainder of the year (May 15 - June 15) will involve more general theatre education: scene study, movement, improvisation, technical training, and direction.

6. Training Public School Teachers

In order to replicate the educational use of theatre techniques there will be a course designed to teach teachers possible ways in which these techniques can be used in classrooms in a variety of courses. The course will evolve specific programs based on the teachers' own courses at their schools. The Theatre Company of Boston is presently carrying on negotiations with the Boston School Department so that credit will be given to the teachers for this course. The sessions will take place at English High, once a week for fifteen weeks, and will be taught by two company members and Ms. Maureen Tisset, Head of the English Department at Copley Square High School.

7. Curriculum Committee

The Theatre Company of Boston proposes to create an Advisory Council composed of students, teachers, parents, and company members. This committee will meet once a

210.3 (cont.)

month to develop ways in which theatre can be incorporated into school curricula and identify the services a centrally based company of professional actors could provide the schools of the metropolitan area. These suggestions will be published and sent to all the metropolitan area schools in an effort to secure their commitment to such a company. All non-company committee members will be paid for their time.

A subcommitte of this group will act as an evaluating committee. Collaborating with a professional evaluator, they will assist in evaluating this pilot project by establishing further criteria and evaluation methods, and assist in gathering material for the final evaluation of the theatre arts course.

230.0 Citizen Participation

1. The whole idea of the Theatre Company of Boston School has grown out of repeated requests for intensive workshops in theatre.
2. This year the present proposal has been discussed and planned with the advice of administrators, students, teachers, parents and others from: Lincoln-Sudbury Regional High School (Mr. Levington, Ms. Rogers, Mr. Plott); Watertown School Department (Dr. Harlow, Dr. Kelly, Mr. Bannon, Mr. Peros, Mr. Hughes); Brookline High School (Mr. Belliveau, Mrs. Firestone); English High School (Mr. Doherty, Mr. Lane, Mr. Yurewitz, Mr. Buckley); Girls

230.0 (cont.)

High School (Mrs. Kelly, Mrs. Fox); South Boston High School (Dr. Reid, Miss Murphy, Mr. O'Donnell); Boston Public School Department (Associate Superintendent for Planning Leftwich, Area Superintendents Shulman and McGourty); the Home and School Association at a meeting on November 15; Lincoln Center (June Dunbar, Director of the Educational Program); Institute of Contemporary Art (Andrew Hyde, Director); Museum of Science (John Drabik, Director of Planning). Students from all the schools mentioned have also contributed their ideas specifically during a seven-week pilot course at the museum where they recorded their impressions in individual record books.

3. Questionnaires were given to students and parents from Hyde Park, South Boston, Girls High, Brighton, Jeremiah Burke and Copley Square High Schools. The information made several things clear:

   a. That students wanted more workshops that would culminate in productions;

   b. Students were impressed that they learned to work as a group;

   c. Many students did not understand the value of exercises because they were not directly related to the production experience;

   d. Parents were (1) aware that their children were participating in the course;

      (2) interested in meeting with Theatre Company members; but

(3) mostly unable to contribute any time to productions.

e. Members of the Theatre Company of Boston have planned this project together with the direct participation of the Boston Commission on Secondary Education, a broadly-based community organization composed of individuals representing a variety of people and institutions: Boston School Department; the Mayor's Office; teachers, parents and students; MECA; colleges and universities; the Chamber of Commerce; Model Cities Administration; the NAACP, etc.

f. The Commission has introduced the Theatre Company project to the Home and School Association and the Boston Student Advisory Council who have offered to help in the organization of a permanent Advisory Council and evaluating committee composed of parents, teachers and students. The parents who answered the questionnaires said they would be willing to meet to discuss the theatre project. We are hoping that we will be able to interest them in participating in the technical end of the student productions. This process would bring parents from very different communities together through their interest in the work of their own children and their individual talents and hobbies.

240.0 Equal Employment Opportunity

The Theatre Company of Boston is committed to the inclusion of minority group persons in acting, staff, and consultant positions. Three of the six designated actors are members of minority groups and every attempt will be made to employ minority group members in administrative and consultant positions.

310.0 Project Objectives

General Objectives	Proposed Activities	Date Begun	Date Completed
1. to establish theatre education as an accredited part of the school curriculum	to pilot a theatre production course	Jan. 1, 1974	June 21, 1974 (Pilot) to continue in 1974-75 school year
2. to use theatre training as a means of breaking the destructive barriers of racial isolation	recruit minority group participants from isolated urban schools (minimum 50%)	Jan. 1, 1974	June 21, 1974 (Pilot) to continue in 1974-75 school year
3. to establish a resident company of professional actor/ teachers available to the schools & the entire metropolitan area	tour student and company productions; to make program a permanent part of curriculum	Jan. 21 - Feb. 15, May 6-10, 1974	TCB tour; student tour to continue in 1974-75 school year

310.1 Specific Objective

1. To bring together students who are presently isolated by reason of their racial, ethnic and class groups in an active, group educational project.

310.2 Proposed Activity

1. Recruit students in schools by performing and giving demonstration workshops.

   Date begun: January 21

   Date completed: February 15

310.1 Specific Objective

2. To use dramatic literature and improvisation as a means of increasing the knowledge and understanding of different cultural heritages and of breaking down racial stereotypes.

310.2 Proposed Activity

2. An integrated company will perform plays by a variety of modern playwrights. Different scripts will be read and discussed in class, students will be taught improvisation techniques and encouraged to write plays based on these improvisations.

   Date begun: January 21

   Date completed: June 21

310.1 Specific Objective

3. To increase the tolerance of and sympathy for widely different individuals and groups.

310.2 Proposed Activity

3. To develop skills of character study and the understanding of a dramatic "role."

Date begun: February 25

Date completed: June 21

310.1 Specific Objective

4. To build interracial acting ensembles.

310.2 Proposed Activity

4. Classes and preparation of productions at English High School.

Date begun: February 25

Date completed: June 21

310.1 Specific Objective

5. To establish a professional company of actor/teachers, supported by the metropolitan school district, based in a central location which would offer a specific theatre curriculum for all interested students.

310.2 Proposed Activity

5. A pilot course for students and a planning committee of teachers, parents and students to determine how such a company could best serve the schools and be supported by them.

Date begun: January 1

Date completed: June 30

310.1 Specific Objective

6. To introduce drama and theatre training into the school curriculum as an effective participatory teaching and learning method which can be replicated in other projects and courses, both educationally and financially.

310.2 Proposed Activities

6. Teaching a course for teachers, publishing a manual of our teaching experiences and publishing a manual based on the suggestions of the planning committee as to how to use theatre in the schools. Also, devising and spelling out the ways in which this program and others like it can be funded within existing school budgets.

   Date begun: February 24

   Date completed: June 30

310.1 Specific Objective

7. To develop in the students an appreciation for the theatre, a vital part of the literary and artistic achievements of our culture.

310.2 Proposed Activity

7. In addition to the course we will take students to rehearsals and free performances of theatre in Boston.

   Date begun: January 1

   Date completed: June 21

310.1 Specific Objective

8. To develop general skills of communication and expression, especially the basic skills of reading and writing.

310.2 Proposed Activity

8. Teach skills through the reading and writing of dramatic literature.

   Date begun: January 21

   Date completed: June 21

310.1 Specific Objective

9. To broaden the scope of possible career choices for students who now have no idea of the variety of jobs available in theatre, film and television and the training necessary to pursue these careers.

310.2 Proposed Activity

9. Teach all the necessary elements of theatre, have guest lecturers talk about TV and film and make available information on all courses and jobs that might be open to students.

   Date begun: January 21

   Date completed: June 21

320.0 Staff

Name	Position	Non-minority	Black	Spanish Surname	Oriental
William Young	curriculum director; in charge of curriculum planning for student courses and consultant to the curriculum planning committee, responsible for compiling curriculum manual	✓			
Dennis Tate	artistic director; in charge of teaching directing and director of all company and student productions		✓		
Andrea Womack	director/teacher; in charge of coordinating the entire program, teaching teacher-training program, editor of teaching manual	✓			
Gus Johnson	actor/teacher; in charge of development of company teaching methods and teaching in teacher-training program		✓		
Cathi Frasier	actress/teacher; in charge of parent liaison and theatre vocational counseling for students		✓		
Carolyn Pickman	actress/teacher; in charge of movement curriculum planning and material to be used in student productions	✓			
	administrator; arrange schedules with school personnel for in-school workshops, schedule all committee meetings, maintain contact with school schedule and make arrangmeents for performances, work in conjunction with fund management, supervise all management of program, and research future funding possibilities				
Carolyn Brooks	administrative assistant; part-time, has to be in office from 8:30 to 3:00 since there has to be a contact person available during school hours, secretarial work and research coordinator investigating possible outside resources	✓			

20.0 Student Population

Total populations of participating schools

School District I Name Boston

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
Brighton	938	71.0	222	16.8	59	4.5	102	7.7		
English	138	11.5	968	80.9	53	4.4	37	3.1	1	.1
Girl's High	3	.7	402	95.0	16	3.8	1	.2	1	.2
South Boston	1819	98.7	1	.1	17	.9	2	.1	4	.2

In the above figures, the category "Other" specifies American Indian

School District II Name Watertown

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
Watertown High	1410	99.8							3	.2

330.0. Student Population

Total populations of participating schools

School District III Name Brookline

Name of School	non minority no.	non minority %	Black no.	Black %	Spanish Surname no.	Spanish Surname %	Oriental no.	Oriental %	Other no.	Other %
A. Brookline High	2024	87.7							233	10.3
B.										
C.										
D.										
E.										

School District IV Name Lincoln/Sudbury

Name of School	non minority no.	non minority %	Black no.	Black %	Spanish Surname no.	Spanish Surname %	Oriental no.	Oriental %	Other no.	Other %
A. Lincoln/Sudbury	1894	97.0							60	3.0
B.										
C.										
D.										
E.										

In Watertown, Brookline and Lincoln/Sudbury "other" specifies all students who are minority. A further breakdown of these figures was unobtainable from the New England Civil Rights Office, Metropolitan Planning Project, or the schools themselves.

330.0 Student Population

Anticipated Project Population by Participating Schools

School District I Name Boston

Name of School	non Minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. Brighton High	3	60	1	20			1	20		
B. English High	2	8	23	92						
C. Girl's High			10	100						
D. South Boston High	10	100								
E.										

School District II Name Watertown

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. Watertown High	15	100								
B.										
C.										
D.										
E.										

330.0 Student Population

Anticipated Project Population by Participating Schools

School District III Name Brookline

Name of School	non Minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. Brookline High	5	100								
B.										
C.										
D.										
E.										

School District IV Name Lincoln / Sudbury

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. Lincoln / Sudbury High	5	100								
B.										
C.										
D.										
E.										

330.1 Student Isolation

1. The schools that will participate in this project are: English High School, Girls High School, Brighton High School, South Boston High School, Lincoln-Sudbury Regional High School, Watertown High School. All of these schools except for Brighton are highly segregated. However, Brighton's population includes a large number of Oriental and Spanish-speaking students who can contribute substantially to the ethnic diversity of the class composition.
2. A large number of schools were chosen to take part in this project so that a variety of social backgrounds would be represented in the group. The students from the urban schools will represent different ethnic backgrounds while the students from the suburban schools will come from a wide range of social and economic backgrounds. Furthermore, the company would like to work with three groups of twenty-five students. Very few schools are able to reschedule that many students late in the school year.
3. The Theatre Company of Boston has decided to include seventy-five students in the theatre arts course to give as many students as possible an opportunity to study theatre intensively and to provide a broad cross-section of the metropolitan community. Additionally, a large group of students creates more school and community support.

330.2 The students who will participate in this course are from urban and suburban school systems. Plans will be made during the course of the pilot to include students from rural areas during the 1974-75 school year. An attempt will be made to tour student productions in rural area schools.

340.0 Project Scope

Tha project is interdistrict. Contact with all the schools that will participate in this project has already been made and their approval is confirmed.

1. English High School: This school now occupies a new building with available space, video equipment and a video studio. Presently, there is no drama program at English High. During the fall of 1973, the Theatre Company of Boston conducted four weeks of student workshops, and a number of students have indicated interest in continuing in a theatre education program. Assistance in establishing and maintaining this program has been offered by the administration and staff of English High.

2. South Boston High School: The School Tour Company has performed and taught at South Boston High in 1971 and 1972. Workshops have been done in conjunction with Ms. Josephine Murphy's drama class. Ms. Murphy and the Headmaster, Dr. Reid, have agreed to their school's participation in the expanded theatre program proposed by the Theatre Company of Boston.

340.0 (cont.)

3. Girls High School: The School Tour Company has worked in previous years with students at Girls High and a great deal of enthusiasm resulted from these classes. An English teacher and drama coach, Ms. Mary Kay Fox, and the Flexible Campus Coordinator, Ms. Eileen Kelly, have approved both in-school workshops and participation in the more intensive program at English High.

4. Brighton High School: Brighton High maintains an interest in the Theatre Company of Boston's program since work done there has met with a high degree of success in the past. Mr. Healy, the Flexible Campus Coordinator and Mr. Tracey, the Headmaster, have expressed approval of this plan.

5. Watertown High School: The Theatre Company of Boston worked with students for the first time at Watertown High this year and approximately 250 students observed and participated in two introductory workshop sessions. Mr. Bannon, Assistant Principal; Mr. Hughes, English teacher; Dr. Kelly, Principal; Mr. Peros, Coordinator for the Art VI Program; Dr. Harlow, Assistant Superintendent; and Dr. O'Connor, Superintendent, have been consulted and have given permission for fifteen students to leave school. Watertown will provide transportation and one teacher escort for the group.

6. Brookline High School: There will be fiye students in the program from Brookline High. Mr. Belliveau, a drama

340.0 (cont.)

teacher, has given his support to the project and Ms. Anita Firestone will arrange students' schedules. Mr. Belleveau has also offered his cooperation in developing the drama curriculum.

7. Lincoln-Sudbury Regional High School: Mr. Levington, Superintendent of the High School, has agreed to have Lincoln-Sudbury administer all the funds for this project. The school will also provide transportation for five students. Harriet Rogers, the school's drama teacher, and Mr. Plott, teacher of technical theatre, have offered their help. Ms. Rodgers has agreed to be on the planning committee.

350.0-

350.1 Educational Quality Factors

1. Innovation

a. The establishment of a complete theatre arts program taught by a company of professional actors for the high school students of the metropolitan Boston area is an innovation in education. At the present time no program of this sort exists in the Boston area.

b. Of all the arts, theatre most directly draws upon the life experience of the people involved and depends upon a wide variety of talents and cultural backgrounds. The experiences gained through ensemble work, self-expression, artistic creation and peer

350.1 (cont.)

group evaluation are intrinsic to theatre training and can provide students with many of the intangible qualities that are helpful in building satisfying and productive lives.

Theatre provides a constructive way of allowing students with different perspectives to examine and comment upon pressing questions and problems that are not generally introduced in the classroom. One obvious problem confronting the Boston Metropolitan area is the racial and community isolation which encourages a distorted picture of reality and fosters the creation of self images that perpetuate those pictures. Theatre depends upon the ability of a group to agree upon common objectives and this process quickly breaks down inhibiting self images.

c. This company of actors, serving as a teaching unit, provides specific advantages. The variety of experiences of this group in theatre itself expands the amount of information available to the students. Differences in age, sex, and cultural background among the teaching group introduce the student to a concept of personal achievement as opposed to fitting into a "type." The company profits from this structure by being able to constantly draw on each other's talents and knowledge.

When the members of the school touring company perform and teach in the schools, they introduce an example of cooperation that has grown out of a long period of group work. At least two actors teach every class, which means that the actors can demonstrate cooperative work. Moreover, the actors participate in all the exercises and put themselves on the line in the same way that the students do. This method of teaching breaks down the ordinary barrier between teacher and student, leaving the "natural" difference between experience and inexperience, adult and child.

d. By working in conjunction with the Theatre Company of Boston, Boston's only professional resident company, the school touring branch can bring to their efforts certain other resources. Experts in several aspects of theatre, such as designers, technicians, and playwrights will be available for consultation and assistance to the students. The Theatre Company of Boston will hold open rehearsals so that students may observe the work of professional actors and directors. Older students will be able to apprentice themselves to the Theatre Company of Boston in the future and, thereby, pursue a career. Discount (or free) tickets to all Theatre Company of Boston productions will be available for students

350.1 (cont.)

and their parents so that they will have access to professional performances.

e. Since the productions which the students create will be shown in six schools foreign to each student, the group will have to rely on its own collective effort and the quality of each person's contribution. This is an introduction to the professional performing experience.

f. English High School in Boston is located in a new ten-story building. Plans are being made for English High to become an arts magnet high school; that is, a school offering intensive arts programs as part of a regular curriculum to students from the entire Boston area. The faculty and administration at English High have been cooperating with the Theatre Company of Boston in planning a theatre arts program. Mr. Doherty, the Headmaster of the school, has offered classroom space as well as use of the facilities of the school: a television studio, equipment, and cooperation in scheduling and administrating. An adequate place for immediate implementation is provided within the already existing education system. Students from the larger metropolitan area can take advantage of a centralized facility. Here they will be able to meet and study with others who share their interest in theatre.

350.1 (cont.)

2. Practicability

School Tour History

1968 The Theatre Company of Boston established a separate school touring company which teaches as well as performs in Boston area schools. In the Summer of 1968 Theatre Company of Boston actors formed the New African Company as a teaching company with black high school-age people and toured performances for Summerthing.

1971 The program was expanded to include four separate in-school workshops in scene study, improvisation, and movement in each school. The program toured thirteen urban and suburban schools in the Boston area. Saturday workshops were given at the Boston Center for the Arts for interested students from these schools.

1972-73 The company concentrated on working in schools which enroll high percentages of poor and disadvantaged students to explore the full potential of theatre as an educational tool. The schools which participated were: Timilty Junior High School, Girls High, Jeremiah E. Burke High, South Boston High, Brighton High, Hyde Park High and Copley Square High. There were performances and a series of workshops in each school.

350.1 (cont.)

all 1973 As a result of a grant from the Boston Commission on Secondary Education, the school touring company was able to teach a four-week program at English High School. A second grant from the Blanchard Foundation and the cooperation of the Museum of Science enabled the company to carry out a seven-week program bringing together high school students from six area schools: Dorchester High, Brighton High, English High, South Boston High, Watertown High, and Lincoln-Sudbury High. These students are presently working on an original production to be performed at the Museum of Science December 20 and 21, 1973.

3. Increased Knowledge

a. The study of plays can provide a complex sense of human experience and character. Reading and learning a part leads inevitably to the understanding of the play as a whole, because in order to create a character, the actor discovers he must work on the time and place he is in, the behavior of the other characters and of this particular character with the specific dilemmas he faces. Often this process takes research into history, literature, psychology, language, etc. He must explore the context of physical and ideational possibility which the written play only suggests.

350.1 (cont.)

b. The verbal skills of many students, particularly the "disadvantaged" in urban public schools, are insufficient for them to express what they think and feel. Such young people are enormously frustrated. Theatre not only offers the student a language of expression that is accessible, but also encourages the improvement of reading and writing skills in order to make the most of his own expressive ability.

c. When students learn that theatre depends on the active understanding of an audience, they begin to recognize that other arts also set up a dialogue between the artist and the viewer. They come to see the arts as ways of perceiving the world rather than simply entertainment or a luxury.

d. When students create their own material, there are additional tasks and corresponding benefits. Since the material comes from the stuff of their own lives, they must clarify issues vital to themselves as they might never otherwise do. Questions ranging from mother-daughter conflicts to institutional racism may be brought into the open and worked with.

e. As students learn that a theatre piece is the result of a group effort, the limitations and frustrations of competition are minimized. Each student can make his own contribution. It is no longer necessary for

350.1 (cont.)

everyone to conform to the same standards of success. Teachers and students can establish a relatively safe atmosphere where a student has the opportunity to use his imagination and gain confidence in his own capabilities.

f. In the absence of grades and tests, students establish their own criteria for success. Since a theatre project should be comprehensible and enjoyable to both performers and audience, students can find a standard of success in the response of their peers. For these satisfying and tangible results, students are willing to work very hard and often correct their work again and again until they feel it is as good as they can make it.

350.2 Plan for Attracting Students on a Voluntary Basis

The first task of the school touring company is to introduce live theatre. It has been found that students are so unfamiliar with theatre that some of them refer to performances as movies. "That was a good movie. Will you do it again?" Company members will perform improvised scenes and scenes from contemporary plays in each of the participating schools. These performances will be for small numbers of students so that they can participate in discussions and introductory exercises right after the performances. Interested students can volunteer for workshops that will be given in the individual schools. These workshops are conducted by at

350.2 (cont.)

least two company members in collaboration with the faculty at the school. These workshops introduce students to different aspects of acting; movement, improvisation and scene study. This process ensures that all the students who then volunteer for the program at English High School will come together with a common language and the common experience of having been encouraged within their own environment to use their lives and concerns for dramatic material.

If too many students choose to join the program the Theatre Company teachers will be in a position to select students on the basis of their genuine interest and ability to contribute to a group effort as opposed to scholastic performance.

350.3 Cultural Heritage

1. The school touring company has found that the techniques which they employ encourage students to draw on their cultural heritage. Students of theatre are, by necessity, concerned with the communication of these elements and all such material is of equal importance and interest.
2. When asked to do improvisations students often use their experiences as source material. Through working on these improvisations they become more familiar with their own background and more confident about communicating it to others.

350.3 (cont.)

3. When students are asked to bring in material to work on and share with the others they often choose works which have come out of their own culture. In order to better understand the material, the students must first dig into the historical, social and linguistic environment of the characters and the author. Material that might speak directly to black students, for instance, can be presented and will increase the understanding of all the students. Since students will be asked to create plays together they will all be encouraged to draw upon each others' experiences.

350.4 Replicability

An advisory council of students, teachers, parents administrators and company members will develop ways in which the program itself can be replicated for the academic year beginning in September, 1974. This would be done with emphasis on how the program can be integrated into the school curriculum and given full credit either as a separate course or as part of already existing courses and how this can be done within existing school budgets.

1. A course will be given for teachers on methods of using theatre techniques in the classroom. This course will be taught by members of the Theatre Company together with Maureen Tisset, head of the English Department at Copley Square High School.

350.4 (cont.)

2. The advisory council will examine all the services a centralized company of actor/teachers can provide different schools. This could be anything from performances by the entire company to consultant services.
3. The primary aim of the planning portion of this proposal is to develop precisely the ways in which this program can be replicated during the 1974-75 academic year.
   a. Planning will occur to demonstrate how the Theatre Company of Boston can become an integral and integrated portion of Boston and suburban school districts.
   b. Planning will occur to demonstrate how competence in the basic skills of reading, writing and computation can be enhanced by the Theatre Company of Boston curriculum.
   c. Planning will occur to demonstrate how the Theatre Company of Boston can operate within the normal (i.e., existing) school system budget.
      (1) In order to establish replicability, we propose, wherever possible, to work within the existing staff allocations of the participating schools. This means the program will depend upon using existing staff and existing teacher slots as vacancies become available.

350.4 (cont.)

(2) The program may involve the voluntary redeployment of existing teachers from their present positions in schools and classrooms. Such teachers would train with the Theatre Company of Boston and would become part of the Theatre in the Schools program.

(3) Inherent in the voluntary redeployment of a teacher is the voluntary scheduling of twenty-five students (given a 1:25 teacher/student ratio), from that teacher's school in a theatre program. Thus, those twenty-five students (who would mix with students from other participating schools in the theatre program) would be supplied with a teacher. Conversely, the students at that teacher's home base school would not be minus a teacher.

4. In addition to the redeployment of existing faculty, the Theatre Company of Boston requires the hiring of part-time outside professionals to fill vacancies that occur as a result of natural teacher attrition. Such professionals would be employed under a new category of provisional teacher and would become members of the teachers union or other legitimate bargaining agency.

350.4 (cont.)

Example: Four members of the Theatre Company are hired on a part-time basis as special provisional teachers under a professional services contract to provide a program in theatre arts, associated with the English and social studies departments, in two cooperating high schools. Fifty students are drawn on a voluntary basis from each of the high schools (a total of 100 students) and are formed into "classes" and scheduled into the two final periods of the day, five days per week. On the basis of a double course (100 students, two periods a day for five days a week or 1,000 student hours), each participating school is relieved of the equivalent of almost two full-time teacher positions (1,000 hours per week for the Theatre Company as opposed to 1,250 hours per week for two full-time teachers). If one assumes a $12,000 a year average for a full-time qualified teacher, the two teacher positions would enable the actor/teachers to be paid $6,000 per year.

These possible planning activities do not cover all of the avenues to investigate when considering the matter of replicability, nor do they deal with the additional costs of such a program (transportation to a central location being the main extra cost). They do begin to show how the Theatre Company of Boston could be funded within a normal school budget.

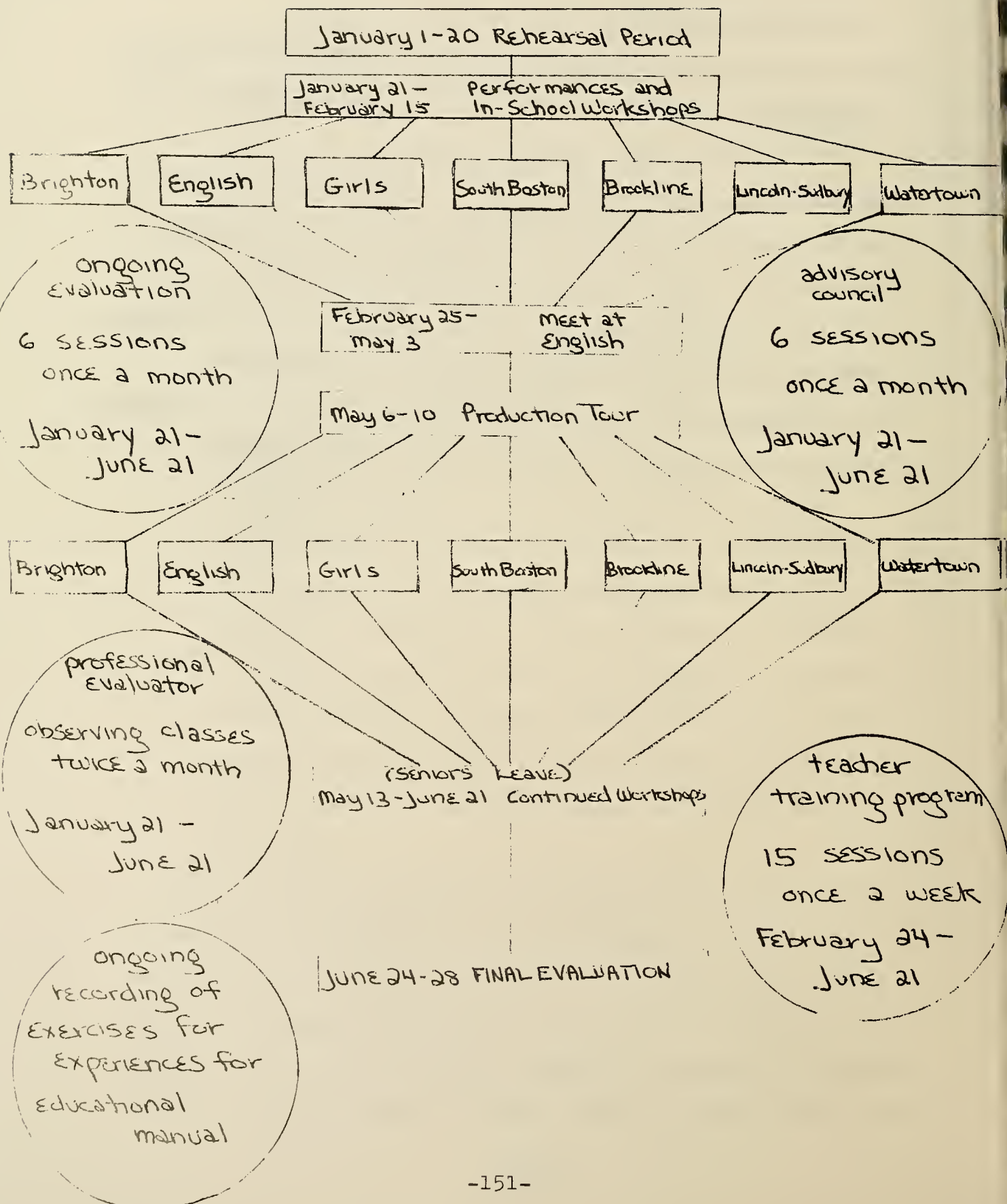
360.0 Eligible Activities

Contracts will support staff consultants and the direct costs incurred by the implementation of the proposed pilot.

370.0 Timetable (attached)

370.3 The staff for this project has already been identified and has indicated a willingness to work for the project. All of the actors have worked together at different times and all have worked for the Theatre Company of Boston School Touring Company, which means that they already share experiences and have a working rapport. Most of the planning has already taken place and only details of scheduling will have to be corrected once the contract is received.

TIMETABLE


January 1-20 Rehearsal Period
January 21 - February 15 Performances and In-School Workshops
Brighton
English
Girls
South Boston
Brookline
Lincoln-Sudbury
Watertown
ongoing evaluation
6 sessions
once a month
January 21 - June 21
February 25 - May 3 Meet at English
May 6-10 Production Tour
advisory council
6 sessions
once a month
January 21 - June 21
Brighton
English
Girls
South Boston
Brookline
Lincoln-Sudbury
Watertown
professional evaluator
observing classes
twice a month
January 21 - June 21
(seniors leave)
May 13 - June 21 Continued Workshops
teacher training program
15 sessions
once a week
February 24 - June 21
ongoing recording of exercises for experiences for educational manual
June 24-28 FINAL EVALUATION

PLANNING, TRAINING & EVALUATING

Advisory Council

7 parents
7 teachers
7 students
company

Teacher Training

company
teachers

Professional Evaluator

Evaluation Committee

2 parents
2 teachers
2 students
company
Evaluator

Final Evaluation

Evaluator
company

380.0 Budget

Personnel

Andrea Womack - Director/teacher	
$200.00 per week for 24 weeks	$ 4,800
Carolyn Pickman - Actress/teacher	
$200.00 per week for 24 weeks	4,800
Gustave Johnson - Actor/teacher	
$200.00 per week for 24 weeks	4,800
Cathi Frasier - Actress/teacher	
$200.00 per week for 24 weeks	4,800
Dennis Tate - Artistic director	
$250.00 per week for 24 weeks	6,000
William Young - Curriculum director	
$250.00 per week for 24 weeks	6,000
Carolyn Brooks - Administrative Assistant	
$100.00 per week for 24 weeks	2,400
To be identified - Administrator	
$200.00 per week for 24 weeks	4,800
Total Salaries	$38,400
Payroll Expenses at 9.55%	
(FICA and unemployment)	$ 3,667
Travel for Staff	
(150 miles per 24 weeks at 9¢ a mile)	324
Transportation	
1. used van and insurance and registration	2,000
2. van maintenance	500
Equipment	
1. tape recorder	300
2. portable lighting system	3,000
Office Expenses	
1. rent	360
2. stationery	100
3. typewriter rental	100
4. telephone	300
5. postage	100
6. photo copying	200
Production Expenses	
1. scripts	450
2. costumes	450
3. sets	450
4. properties	450

380.0 (cont.)

Contractual

1. Maureen Tisset - Director of Teacher Training Program	$ 750
2. Alan Graubard - Evaluator $50.00 a day for 28 days	1,400
3. fund management (Lincoln-Sudbury High School fee for fund management and fiscal responsibility)	2,000
4. curriculum committee 7 teachers, parents and students	3,150
5. evaluation committee 2 teachers, parents and students $25.00 per session for 6 sessions	900

Other

1. printing - 2 manuals	1,500
2. contingency expenses (consultants, guest lecturers, additional mailings, repairs)	2,000
3. for professional services rendered by the Theatre Company of Boston management personnel allocable to performance of contract in an amount not to exceed	1,000

TOTAL COSTS	$63,851

In-kind Contributions

Space - Boston School Department	$ 3,000
Transportation - Lincoln-Sudbury Regional High School	288
Transportation - Watertown School Department	160
Teacher escort - Watertown School Department	1,000
Costumes - Theatre Company of Boston and Lincoln-Sudbury Regional High School	300
Staff time - Boston and suburban school systems, Theatre Company of Boston School Tour, Boston Commission on Secondary Education	2,500
Tickets - Theatre Company of Boston	750
TOTAL IN-KIND CONTRIBUTIONS	$ 7,998

380.0 (cont.)

Monthly Expenditures	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
Project Funds	12,550	9,250	9,250	9,925	9,925	10,950	63,851
Other Funds	1,333	1,333	1,333	1,333	1,333	1,333	7,998
TOTALS	13,883	10,583	10,583	11,258	11,258	12,283	71,849

390.0 Evaluation Plan

We plan to use diverse perspectives on evaluation in order to deal with the complex qualitative and necessarily subjective aspects of the program.

Some simple qualitative indicators can be constructed but much of the evaluation will depend on combining judgments of participants, parents, teachers, school administrators and knowledgeable outside consultants, in order to get as full and detailed a description as possible of the way the program works and the diversity of results.

From such evaluative descriptions it will be possible to submit a comprehensive and detailed evaluation report which can provide a sound basis for making reasonable judgments on the overall success of the program.

Procedures

1. The evaluator will give a questionnaire to students designed to determine their own sense of their change in attitude if any.
2. Questionnaires will determine if students have made any new career choices on the basis of this project and if they are using the cultural resources of the city any more than before.
3. The general development of the students will have to be evaluated by the Theatre Company of Boston teachers and the teachers from the participating schools. The grades drama students get in other courses may provide some

390.0 (cont.)

indication of general development. Specific attention will be paid to improvements in basic skills levels attributable to this program.

4. The success of the development of new teaching methods will be apparent if they are accepted.
5. If a company is established and supported by the metropolitan school district objective five (5) will have been met.
6. The evaluator will be responsible for compiling all the information from the questionnaires and reports into a comprehensive evaluation report. He himself will visit classes once a week for his own evaluations and have access to video tapes that will be made at regular intervals.

WALLOP

(Water, Air, and Land Learning Opportunities Program)

WALLOP

Water, Air and Land Learning Opportunities Program

A Proposal

Submitted to: The Metropolitan Planning Project

Forbes Bottomly
Executive Director
55 Chapel Street
Newton, Massachusetts 02160

Submitted by: The Trust for Environmental Education

South Great Road
Lincoln, Massachusetts 01773

In cooperation with:

The Boston Commission on Secondary Education
54 Lewis Wharf
Boston, Massachusetts 02110

December 14, 1973

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APPLICATION FORM

Name of Project WALLOP (Water, Air & Land Learning Opportunities Program)

Type of contracted services -- group A _____

group B Planning and Pilot

group C _____

Total cost of project $55,400.00

Total amount requested $49,300.00

Name of applicant agency The Trust for Environmental Education in cooperation with the Watertown School Department and the Boston Commission on Secondary Education

Address South Great Road (street) Lincoln (city) Massachusetts (state) 01773 (zip)

Name of contact person Charles Roth, Maureen Oates Telephone 259-9500 924-6769

Cooperating District information:

(Please note -- if more than two districts, please complete additional forms.)

District I	District II
Boston School Department	Watertown School Department
Name of School District	Name of School District
15 Beacon Street Boston, MA 02108	30 Common Street Watertown, MA 02172
Address of School District	Address of School District
Dr. William J. Leary	Dr. Daniel G. O'Connor
Name of Superintendent of Schools	Name of Superintendent of Schools
742-7400	932-8880

An Abstract

WALLOP

(Water, Air and Land Learning Opportunities Program)

The project brings students and teachers from varied communities and backgrounds together in integrated groups for on-site environmental learning experiences. A full year experimental curriculum will focus on land, air, and water systems, the interaction of ecology and technology, and the resulting social and technological problems. A wealth of metropolitan resources - institutions, government and community agencies, the city and its natural environs - will be available to the participants. A career education component will provide students with exposure to a variety of opportunities in the environmental area. A Spring 1974 pilot will be followed by an expanded program during the 1974-1975 school year.

200.0 Agency Eligibility

The Trust for Environmental Education will accept and administer the funds requested in this proposal. Attached is a "Statement of Assurances" and incorporation papers verifying the nonprofit educational status of the Trust.

210.0 Type of Contracted Services: Group B - Planning and Pilot

220.0 Total Cost of Project: $55,400.00

230.0 Citizen Participation

To date there have been several meetings with personnel from the Boston School Department (Dr. John Tyrell, Chairman, Boston Science Department; Dr. William Reid, Headmaster, South Boston High School; Jerry Ready, teacher, South Boston High School). The Watertown School Department has been involved through Julia Wan (Watertown Science Department) and through Edward Francis (Watertown Department of Vocational Education). Through the Boston Commission on Secondary Education, a broadly-based community organization, parents and students in Boston have been consulted at meetings of the city-wide Boston Home and School Association and the city-wide Boston Student Advisory Council. Letters of support from the Presidents of those two organizations are included in the Appendix. A meeting with the Watertown Parent Teacher Association is scheduled for December 3, 1973. Several discussions and planning sessions have taken place with the various science institutions which will be central in the planning and development of this project. Chief among these are: the New England Aquarium, the Franklin Park Zoo, the Boston Museum of Science and the Massachusetts Audubon Society.

230.0 Citizen Participation (Cont.)

The meetings with parents, students and teachers have been ad hoc. Part of the planning for this project will include the creation of a permanent Parent, Student, Teacher Advisory Council which will also include representatives of the various science institutions included in this project. It is of particular importance to include in any planning process the people who are to implement the ideas and the program design.

240.0 Equal Employment Opportunity

Minority group persons will be included in staff and consultant positions for this project. WALLOP will also consider a career education component to be a significant portion of this project's responsibility to student participants.

300.0 Criteria for Judgment

310.0 General Objectives

General Objectives	Proposed Activities	Date Begun	Date Completed
integration of staff - project and institutional	involve minority teachers, evaluate; encourage minority staff involvement from institutions	Jan. 1, 1974	pilot-June, 1974
integration of participants	recruit participants from black inner city school, at least 50% of students	recruit from Jan. 1; involve in pilot	pilot-June, 1974
purposeful institutional and agency participation in education; emphasis on minority career models	minority career models as part of pilot	April, 1974 for pilot	pilot-June, 1974

310.0 Specific Objectives

Objective 310.1 1. Bring urban and suburban white and minority students together in a non-school setting.

Activities 310.2 For the pilot, a total of 50 students will be recruited from English High and South Boston High in Boston and from Home Base School and Watertown High in Watertown, to meet at several environmental and institutional sites to be specified during the planning and the initial program development stages of this project. This involvement will be increased to 125 students from five communities for the 1974-1975 school year while further program development takes place.

Objective 310.2 (Cont.)

Further expansion of enrollment and community involvement will ensue.

Objective 310.1 2. Design a unified year-long environmental studies curriculum for secondary students that will:

a. be concerned with analysis of the ecology of land and water systems and their relationship to current environmental problems - social as well as technological;

b. stimulate critical and creative thinking by students, teachers and institutional staff through such methodology as the inquiry process in science and Hilda Taba's strategies for teaching social studies;

c. utilize the resources of the city through involvement of its institutions and associations in both planning and implementation of the curriculum; and

d. involve the students in a variety of career exposures in the environmental context.

Activities 310.2 a. and b. Curriculum will be developed in five 8-week modules, each one concerned with a major component of land and water systems. Two of these will be

prepared and piloted in April and May, 1974 - an oceanography component modeled on an existing course at South Boston High, and a watershed course focused on the Charles River and the development of its environs. These will be prepared by the project coordinator and two science teachers, one assigned by each participant Local Education Agency, working in conjunction with the staffs of other participant agencies. Additional modules may include a wetlands unit; an uplands unit; a land use planning component; a water supply unit. Concept development, hypothesizing, data gathering through field work and resource use, concept attainment and clarification, generalization, value clarification all will be part of the methodology.

c. Institutions that will participate in planning and implementation include:

New England Aquarium

Franklin Park Zoo

Boston Zoological Society

Massachusetts Audubon Society

Boston Museum of Science

Charles River Watershed Association (tentatively)

Army Corps of Engineers (tentatively)

Soil Conservation Service (tentatively)

Metropolitan Area Planning Council (tentatively)

Metropolitan District Commission (tentatively)

d. Association with the above museums, planning groups, and governmental agencies, and with various private organizations will be structured to include background on the staff, its career preparation, and its functioning.

320.0 Staff

1. Maureen K. Oates - Project Coordinator
2. Marilyn Carrington - Evaluator
3. Teacher from Boston School Department (to be identified)
4. Teacher from Watertown School Department (to be identified)
5. Secretary/Bookkeeper (to be identified)
6. Staff Assistance from each participating institution

330.00

Total populations of participating schools

School District I Name Boston Public Schools

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. English High School	138	11.5	968	80.9	53	4.4	102	7.7		
B. South Boston High School	819	98.7	1	.1	17	.9	2	.1	4	.2*
C.										
D.										
E.										

* "Other" specifies American Indian

School District II Name Watertown Public Schools

Name of School	non minority no.	%	Black no.	%	Spanish Surname no.	%	Oriental no.	%	Other no.	%
A. Watertown High School	1361	99.992			11	.008				
B. Home Base High School	100	100								
C.										
D.										
E.										

330.1 Student Isolation

The specific data in item 330.0 indicate the presence of racial and minority group isolation among the target schools. WALLOP will include no fewer than 30% and no more than 70% minority group representatives in its student population. An effort will be made to recruit the voluntary participation of students from a variety of cultural and ethnic backgrounds.

330.2 This project proposes to involve students from the inner city (Boston) and students from a suburban community (Watertown) in the pilot stage and will involve students from suburbs of a more rural nature in the 1974-1975 school year.

340.0 Project Scope

The project is interdistrict in nature.

350.0 Educational Quality Factors

Insight, Creativity, Practicability

350.1 The project seeks to be innovative through merging the successful aspects of a number of existing projects - i.e.:

a. utilizing community and institutional resources for specific purposes such as concept development, data gathering, hypothesis testing; Project LINC, Quincy Public Schools;

350.1 (Cont.)

b. developing intellectual skills and improved self-concept through use of appropriate teaching strategies - Project LEARN, Worcester Public Schools;

c. the Watershed as a science laboratory - Project QUEST, Brockton Public Schools.

It also wants to explore the viability of purposeful involvements of museums and related institutions in the educational process.

350.2 The concern of many of our student population with environmental problems is proposed as the basis for voluntary participation in the project. The opportunity to explore land and water components firsthand with the guidance of working professionals will offer an exciting learning opportunity with validity for members of all minorities. The satisfaction of students in the pilot session will stimulate greater participation for the next year.

350.3 To the extent that some minority group students are more likely to have experienced rural living either in the United States or another country or origin prior to moving into the city, their perceptions will offer an added dimension to the project. To the extent

350.3 (Cont.)

that the social and environmental problems related to our natural resources are a concern common to all people, the course work will provide a vehicle for learning to work together on common problems and to respect each others' values in this area.

350.4 The successful involvement of the institutions named in this environmental curriculum project can become a model for interaction between the whole range of museums, creative and performing arts, communications media, and the local education agencies of the Metropolitan area.

Also, course work developed for the Charles River watershed or wetland areas is readily adaptable to similar areas in the Mystic River Watershed or the Neponset River Watershed - the three which comprise the Boston Basin - or to any other such area. It is possible that the Metropolitan District Commission will be interested in collaborating on such program dissemination to sites in the many communities it services.

350.5 An Economic Approach to Replicability

The principle aim of the planning part of this proposal is to establish its replicability in as economic a fashion as possible beginning in the 1974-1975 school year. At least two areas must be considered:

350.5 (Cont.)

1) how WALLOP can become an integral and integrated part of the normal school curriculum within the Boston and the suburban school districts. Arrangements will be made to provide students with full academic credit in science for such a program. As part of this, planning would concentrate on demonstrating how competence in the basic skills of reading, writing and computation can be achieved and enhanced through this project.

2) how this program using resources outside the school can be operated within a normal (i.e., existing) school budget.

In order to establish this kind of replicability, we propose in all cases to remain primarily within the existing staff allocations of the participating schools. Existing staff or the existing slots for teachers (if and as vacancies occur) will be used. WALLOP would involve voluntarily redeploying existing teachers from their present positions in schools and classrooms and would allow them to become attached to the various science institutions and to work in conjunction with the staff of those institutions to use the resources available most productively. This calls not only for a

350.5 (Cont.)

redeployment of teachers, but for a rescheduling of those students who select this curricular option. Students (in Boston, at least) would have to be identified by March, 1974 for participation in the 1974-1975 program.

Example: Twenty-five students (given 25:1 is the student - teacher ratio) in five participating high schools who select the environmental studies course would be formed into double, two-period classes every afternoon during the two final periods of the day. Thus, for each of the five double classes of twenty-five students, the time of a teacher is legitimately warranted. Each of the five teachers thus released is assigned for those two periods to one of the participating science institutions. Each "class" of students travels directly to one of the institutions for those two final periods each day. Thus each of five institutions is supplied with a teacher and a double class of twenty-five students every afternoon. Each teacher remains assigned to a particular institution throughout the school year, working with the institution staff and developing that particular section of the environmental studies course. The students, however, spend only a speicified period of time (five to six weeks) in each of the institutions, moving on at the end of the

350.5 (Cont.)

six weeks to another institution staffed by a different teacher. In the course of a year, each student thus "attends school" in five different non-school settings, each dealing with a particular aspect of environmental studies.

Although this arrangement does not solve all of the financial problems (such as transportation; staff and curriculum development; and the time of institution staff members), the basic cost of teacher time is handled. Part of the overall planning process will be to explore possible ways of handling those other costs.

360.0 Eligible Activities

The funds for this project would be for contracts for support staff, consultants and research for planning a learning environment, preparing teaching materials, and the implementation of project plans.

370.0 Timetable

(see attached)

370.2 Group B - Develop project plan by January 1, 1974 and complete operations and evaluation by June 30, 1974.

370.2 Timetable - Group B

Activities

3 weeks	8 to 10 weeks	8 weeks	3 to 5 weeks
Organization of Planning Effort	Curriculum Development for Pilot	Pilot Operation	Evaluation & Final Report
Secure Staff and Facilities	Develop Specific Objectives; Involve Advisory Board in Needs Assessment	Field Testing of Two Units with 50 Students and 2 Teachers from LEA, and Institutional and Agency Participation as Planned for these Units	
Convene Advisory Board	Explore Alternatives; Decision Making on Programs and Activities		
Plan Operation, Assign Responsibilities	Writing of Oceanography and Watershed Units		
	Organization of Pilot		
	Dissemination to Participating Schools & Institutions		
	Recruiting of Students - Participants in Planning		
	Mechanics of Students' Institutional Involvement		
	CURRICULUM DEVELOPMENT FOR 74-75 ORGANIZATION OF EXPANDED OPERATION		Operational Proposal

380.0 Budget

Coordinator (6 months at $1,666.66 per month)	$10,000
Teacher from the Boston School Department (substitute's pay for 108 days at $31.50 per day)	3,400
Teacher from Watertown School Department (substitute's pay for 6 months at contractual rates)	5,400
Institution Staff Participation (Four institutions: Franklin Park Zoo, New England Aquarium, Boston Museum of Science, Massachusetts Audubon Society, at $3,900 each for consulting services from January through June) ($2,600.00 per month)	15,600
Consulting Services (Human relations)	1,500
Secretarial and office Expenses ($750.00 per month)	4,500
Transportation for eight week pilot ($2,00 in May; $2,00 in June)	4,000
Miscellaneous and overhead expenses for the Trust for Environmental Education ($400.00 per month)	2,400
Evaluation (at 5% of total project cost)	2,500
Total Project Cost	$49,30

In-Kind Contributions

Space - Watertown Arsenal, Boston School Department	2,000
Staff time - Watertown School Department, Boston School Department, Boston Commission on Secondary Education	2,500
Materials and Supplies - Participating Institutions	1,600

Monthly Expenditures	NOV	DEC	JAN	FEB	MAR	APR	MAY	FUNE	TOTAL
Project Funds			7549.96	7549.96	7549.60	7549.60	9549.60	9549.60	49,300
Other Funds			1616.66	1616.66	1616.66	1616.66	1616.66	1616.66	6,120
TOTALS			9166.62	9166.62	9166.62	9166.62	10,566.62	10,566.62	55,420

390.0 Evaluation

The evaluation design of the environmental education project proposes to assist the staff, students and institutions involved to systematically carry out a self-monitoring and self-assessment of the pilot-project as it develops into a full scale program.

To accomplish this task it is proposed that a process evaluation of the Environmental Studies Program be conducted. The purpose of this method of evaluation is to continuously feed back information to the teachers, administrators and institutions so that they may refashion procedures and objectives as the program develops.

Since this is to be a pilot project, it is critical that consideration of the objectives be clarified as well as a close appraisal of the project in operation. Therefore, the evaluation proposes to accomplish the following:

Task 1: Clarification of goals, articulation of program components and the linking of goals to components (Delphi Technique)

Task 2: Instrument development for process evaluation (interviews, attitudinal scales, observations, etc.)

Task 3: Process evaluation with continuous feedback to the environmental staff and a determination of those pilot experiences to be included in the full scale program.

PROJECT NARRATIVE

1. Ad hoc meetings with parents, students and teachers have been held in Boston primarily through the Home and School Association and the Student Advisory Council. Similar meetings are scheduled in Watertown. Particular emphasis will be placed on the creation of a Parent, Student Teacher Advisory Council.

2. The project seeks to be innovative through merging the successful aspects of a number of existing project, i.e.,

   a. LINC

   b. LEARN

   c. QUEST

3. The project will rely on the concern of many of our student population with environmental problems as the basis for initial voluntary participation. The opportunity to explore water, air and land components firsthand with the guidance of working professionals offers an exciting learning opportunity with validity for members of all minorities. Project staff will visit Local Education Agencies to talk with students in their classes to stimulate this interest for the pilot operation.

4. Replicability (see page 172, 350.4, 350.5)

5. The educational knowledge of the students involved will be increased in the areas of:
   a. understanding the water, air, and land systems on which we depend for existence through firsthand field work and interaction with working professionals.
   b. awareness of the role of various professionals and technicians in monitoring and maintaining our resources
   c. increased competency and feeling of self-worth through development of technical skills in the math area, problem solving strategies on the intellectual level, and competency in interpersonal relations on the affective level.

6. High school age student from the Boston Student Advisory Council and from the Boston Commission on Secondary Education have contributed to the planning of this project. Opportunity for more extensive participation will be available through the Advisory Council.

7. The rationale for land use, water supply, air quality, etc., of diverse ethnic and racial groups can supply differences in these areas rooted in the heritage

of the diverse peoples. How the various practices came about and which are valid in the light of current social and technological concerns can be topics of great consequence for students attempting to clarify their own values, and for developing a respect for others' ways.

8. The evaluation design of WALLOP will be centered around a process evaluation which will continuously feed back information to the teachers, administrators and institutions so that they may refashion procedures and objectives as the program develops.

4. Interim Report on Teacher Grants Project

Interim Report on Teacher Grants Project

March, 1974

Background

Upon assuming the Superintendency of the Boston Public Schools, Dr. William J. Leary's inclusion of "Aesthetics and Cultural" education among his list of priorities caused the arching of many pragmatic urban educators' eyebrows. Not only is the prioritizing of urban needs often considered an academic exercise but the placing of so seemingly vague an objective as "aesthetic education" near the top of the list must have been seen by many as totally idealistic. We shall prescind in this report from any philosophical examination of the role of "aesthetic education" in the administration of a large urban school system. We shall describe instead the very real process of its implications of a first step towards "Excellence in Education."

As with all human aspirations if you provide the basic tools, man will find a way to strive towards the highest of goals. In Boston some of the basic apparatus was already in place: a diversified student population, a well-qualified teaching staff and an American city rich in cultural heritage and physical resources. The initial impetus for movement

towards the Superintendent's goal of an "aesthetically-oriented" experience for all Boston's students was the funding by the Ford Foundation of a Secondary School Commission. A ten thousand dollar portion of that grant was reserved for the Superintendent's use in a Teacher Grants Project.

In December, 1973, the Associate Superintendent for Staff Development and Curriculum, John J. Kelly, directed Robert P. Carroll of the Department of Staff Development to expedite the utilization of the monies made available for a Teacher Grants Project for "Aesthetic and Cultural Education."

Within weeks a Teacher Grants Committee was formed which consisted of classroom teachers, principals and headmasters, supportive service department administrators, parents, representatives of external cultural agencies and a member of the Secondary School Commission Executive Board.

This committee, chaired by Mr. Carroll, met on January 16, 1974, and formulated objectives and processes for the program. Among the major decisions on which consensus was reached were:

1. to make a determined effort to place resources in the hands of teachers as soon as possible during the remainder of this school year;
2. to allocate $4000 for disbursement to grantees during the Spring of 1974 and to reserve $6000 for the school year 1974-1975;

3. to consider applications for grants in amounts between $50 and $900;

4. To define "aesthetic and cultural" in the broadest terms.

A Superintendent's Memorandum was prepared by the Staff Development member of the Committee and was approved by the Committee before being circulated as Superintendent's Memorandum No. 17, January 28, 1974.

Further, a "Criteria for Evaluating Proposals" was developed with the assistance of Steven McKinney of the Boston Schools Evaluation and Research Unit and was made available to teachers wishing to submit proposals.

By the March 1, 1974, deadline for submission, seventy different proposals were received from classroom teachers. In order to insure greater objectivity in judging, all entries were "blank proposals," i.e., the teacher's name did not appear on the material read by the Committee. In a series of night meetings at the Agassiz Community School on February 26, March 6 and March 12, the members read, evaluated and discussed the submissions. The proposals submitted covered a wide range of individual student activity in many artistic disciplines from wood engraving and mural painting to floriculture and specific cultural and ethnic research.

Each proposal was read by at least five members of the Committee and in some cases by all members present. The

scores of each evaluator were averaged and sixteen grantees were selected until the $4000.00 allocation was reached. The grants amounted to $4200.90 with an average of $262.00 per grant.

The teacher and student activities made possible by this project involved all levels of instruction: primary, elementary, middle school and senior high. There appeared also a surprisingly natural distribution of grantees from all geographic sections of the City of Boston.

Issues Raised by the Project

The process of implementing this first direct teacher grants program in the history of the Boston School System provided an opportunity for a broad systems analysis. In this section we shall try to list these findings, some of which have been obvious to long-term Boston administrators, but also some observations which provided subtle implications for many components of the system as a whole.

1. A feeling exists among creative teachers that had some discretionary funding been available earlier without involvement of bureaucratic "red tape," they long ago would have provided greater enrichment of their classroom instruction.
2. A much greater capacity for innovation and creativity exists among classroom teachers in matters

regarding curriculum and teaching strategies than has been heretofore formally tapped.

3. There exists even among experienced teachers a definite lack of knowledge of materials available through regular channels for creative and innovative classroom activities.
4. There exists among school staffs a lack of knowledge of or a reluctance to approach many supportive service department for professional advice.
5. Generally, the teaching staff is unfamiliar with the process of drafting even a simple educational proposal.
6. There is developing in Boston Schools an increased acceptance both by teachers and students, at least on the secondary level, of interdisciplinary instruction.

Recommendations

1. a. Further efforts should be made by the system to expand funding from both internal and external sources for the continuation of a direct teacher grants program. The freedom for "resource frustration" experienced by creative and innovative teachers served by this program almost always results in a dramatic increase in the quality of instruction.

   b. In addition to a direct Teacher Grants Program, efforts should be pursued to seek funding for a

similar program of direct grants to school principals and headmasters for implementation of innovative programs within the individual schools. An analysis of the communication involved in the present pilot program indicates such a paralleling of classroom teacher and administrator motivation would significantly enhance the general learning environment in each school community.

2. The problem-solving abilities exhibited at the school level by many teachers would justify a reexamination of the operations of major supportive service departments as to cost-effectiveness and relevancy to student and teacher needs.

3. a. Principals, headmasters and all forms of administrative teams in schools should be directed to increase comprehensive and continuing orientation for classroom teachers as to what materials and services are readily available through existing channels. In addition, all supportive service departments should provide time and budget for increased dissemination of the kinds of supportive services offered to teachers and students.

   b. A Teachers Handbook describing the supportive services available along with other career

planning information should be revised and reissued. The last such pamphlet was issued in 1961 as School Department Document #1.

4. The members of the Department of Staff Development, who have firsthand knowledge of teacher and student needs and system resources, should be encouraged to pursue on a programmatic level an active "brokerage and consultancy" role with school administrators and teachers.

5. In a metropolitan area so rich in educational and cultural resources, more Boston teachers should receive training in the elementary processes of seeking assistance for creative and innovative teaching from both in-system and external sources (proposal writing).

6. On the secondary level, while insisting on in-depth subject matter competency, school administrators should encourage exploration of interdisciplinary teaching techniques and organizational patterns. The Department of Staff Development, in cooperation with school principals, has piloted clustering and teaming programs and could present more city-wide workshops if authorized.

For the Teacher Grants Committee
Robert P. Carroll, Assistant Director
Department of Staff Development
March 27, 1974

R19 B
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Secondary Education.
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